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Service Paper

THE IMPROVEMENT OF RECALL USING THIRD GRADE SOCIAL STUDIES MATERIALS

Submitted by

Mary E. Raker

(B.A. in Social Science, University of Oregon, 1924)

In partial fulfillment of requirements for the degree of Master of Education

1947

First Reader: Dr. Donald D. Durrell, Professor of Education

Second Reader: Dr. W. Linwood Chase, Professor of Education

ACKNOWLEDGMENT

The writer wishes to express her appreciation to Dr. Donald D. Durrell, Dean of the School of Education, for his guidance in carrying this paper to its completion.

THE IMPROVEMENT OF RECALL USING THIRD GRADE SOCIAL STUDIES MATERIALS

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CHAPTER I

THE PROBLEM AND PREVIOUS RESEARCH

This study presents material designed to train third grade pupils in comprehension and recall of study reading. As used here, recall means the number of items returned after a silent reading period. Social studies materials will be used because they are the earliest study reading encountered in school.

Unless the child possesses definite skill in study he is at a loss to attack the array of reading matter placed before him. Kelty[1/] observes that often by the middle grades "even the independent readers have little idea how to separate the important thread from supporting details. Children's standards of comprehension as set for themselves are very superficial until the teacher's firmness on clarity and completeness have altered such standards."

McKee[2/] finds the training in how to study to be one of the most important and most neglected duties of the elementary

1/ Kelty, Mary G. Learning and Teaching History in the Middle Grades, Ginn and Company, 1936, p.59

2/ McKee, Paul Reading and Literature in the Elementary School, Houghton Mifflin Company, 1934, p.72

CHAPTER I

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1/ Kelty, Mary G. Learning and Teaching History in the Middle Grades. Ginn and Company, 1936, p.99

2/ Moore, Paul . Reading and Literature in the Elementary School. Houghton Mifflin Company, 1934, p.95

school. He sums up five main objectives of silent reading as:

1 the ability to comprehend the material read

2 the ability to locate information

3 the ability to select and evaluate material read

4 the ability to organize material read quickly and accurately in the light of the problem in mind

5 the ability to decide what part of the material read should be remembered, and how to remember it

Gray[1] suggests that "owing to the rapid increase in demands made upon the child by the modern curriculum, the opportunities for increasing his competence in study activities are almost unlimited." He lists skills which should be emphasized in the intermediate grades as the

1 ability to select and evaluate materials needed

2 ability to remember the problem while reading

3 ability to discriminate between relevant and irrelevant content

4 ability to see appropriateness and validity

5 ability to recognize objective evidence

6 ability to read discriminatingly from various sources

1/ Gray, William S. "The Teaching of Reading", a second report, National Society for the Study of Education, Thirty-Sixth Year Book, Part 1, 1937, p.117

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That these general abilities are widely recognized as necessary for comprehending study type reading is evidenced by the extensive research which has been done on the problem. This study proposes to divide the problem into four general parts:

I The improvement of vocabulary skills

II The improvement of comprehension and recall through organization and outlining

III The improvement of thorough reading techniques

IV The improvement of thinking skills.

By the third grade social studies reading includes much factual and thought material. The study of the community, beginning geography, and history, take the child out of his immediate sphere of experience, and he begins to find words outside his speaking vocabulary. Some familiar words are now found to have additional and hitherto unfamiliar meanings. He must therefore improve his vocabulary skill.

I The Improvement of Vocabulary Skills.

Several investigators emphasize the need for special exercises designed to build reading vocabulary. In the

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I The Improvement of Vocabulary Skills.

Several investigators emphasize the need for special exercises designed to build reading vocabulary. In the

intermediate grades Durrell[1/] and Alderman[2/] both place vocabulary exercises as of first importance in silent reading, and both specify exercises for the improvement of retention and recall. To these Durrell would add exercises for increasing attention and simple comprehension in silent reading, and exercises for increasing the child's speed of reading.

Cunningham[3/], proposes teacher directed practice on words based on specified subject matter, but points out "Without the child's self-activity, nothing that the teacher may say or do will insure a growth in the learner's vocabulary, but with self directed activity in word study the interest and effort of the child become intensified and learning ensues commensurately." This indicates the need for the type of exercise where the child not only sees the vocabulary to be learned, but himself works with the words in some purposeful activity.

1/ Durrell, Donald D. "Basic Abilities in Intermediate Grade Reading", Education, Vol. 59, No. 1, Sept. 1938, pp.45-50

2/ Alderman, Grover H. "Improving Comprehension Ability in Silent Reading", Journal of Educational Research, Vol. 13, No. 1, Jan. 1926, pp.11-21

3/ Cunningham, Ruth A. "Vocabulary Growth in Intermediate Grades", Elementary English Review, Vol. 11, May 1934, pp.130-132

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1/ Durrell, Donald D. "Basic Abilities in Intermediate Grade Reading", Education, Vol. 55, No. 1, Sept. 1935, pp.45-50

2/ Alderman, Grover H. "Improving Comprehension Ability in Silent Reading", Journal of Educational Research, Vol. 13, No. 1, Jan. 1926, pp.11-21

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Osburn[1] and Hovious[2] also are concerned with vocabulary building as an essential to reading comprehension. Osburn reports an experiment where teachers worked with devices for developing vocabulary and extensional thinking in terms of specific subjects. He found that after a 70 day training period pupils averaged more than two years in advance of the reading norms given by the Unit Scale test. Hovious points the need for word enrichment in that even the older pupils frequently know but one or two common meanings for a word, and gross misapplications may follow.

Even when he has acquired a vocabulary appropriate to his grade the child may be unable to cope with the demands of study reading. The conclusion is that the child needs not only an adequate basic vocabulary, but needs training in discovering how to find what is meant, and how to apply his findings to the problem at hand. The limitations of his environment and experience will limit his understanding somewhat, for the child tends to interpret what he reads in terms of what experience has already taught him.

It appears that lack of ability to understand and recall

1/ Osburn, W. J. "What Next in Reading?" Elementary English Review, Vol. 16, April 1939, pp.142-146

2/ Hovious, Carol "What Words Mean", The Clearing House, Vol. 19, March 1925, pp.403-407

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1/ Osburn, W. J. "What Next in Reading?" Elementary English Review. Vol. 16, April 1939, pp.[illegible]

2/ Hovious, Carol "What Words Mean". The Elementary School Vol. 40, March 1940, pp.[illegible]

what is read may be due to several causes. Among them Harris[1/] finds inadequate skill in word recognition, a scanty meaningful vocabulary, lack of ability to read in thought units, rate of reading which is inappropriate for the kind of material being read, and not enough practice in reading varied kinds of material for specific purposes.

II The Improvement of Comprehension and Recall Through Organization and Outlining

Social studies reading by the third grade includes much study material. In addition to problems of vocabulary mastery, the child must now learn how to study. He finds that he not only needs to know how to read, but how to remember what has been read. Phillips[2/] made a survey of 9483 questions and exercises found in fourth grade geography books, and found that 81.05 per cent of these were classified as recall type questions. This indicates the importance of adequate practice

1/ Harris, Albert J. "How to Increase Reading Ability", Longman's Green and Company, New York 1940, pp. 268

2/ Phillips, Laura Dorothy An Analysis and Classification of the Questions and Exercises in Ten Fourth Grade Geography Books on the Basis of Higher Mental Processes Required for Their Solution. Unpublished Masters Thesis Boston Univ. 1945

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II The Improvement of Comprehension and Rapid Thought Organization and Guidance

Social studies reading by the ninth grade includes much study material. In addition to problems of vocabulary mastery, the child must now learn how to study. He finds that he not only needs to know how to read, but how to remember what he has been read. Phillips[2] made a survey of 8000 questions and exercises found in fourth grade geography books, and found that 81.00 per cent of these were classified as recall type questions. This indicates the importance of adequate practice

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1/ Harris, Albert J. How to Improve Reading Ability. Longmans, Green and Company, New York 1940, pp. 425

2/ Phillips, Laura Dorothy. An Analysis and Classification of the Questions and Exercises in Twenty-Four Grade Geography Books on the Basis of Higher Mental Processes Required for Their Solution. Unpublished Masters Thesis Boston Univ. 1944

in reading and recall during the third grade, as a basis for success in later social studies reading.

Though a child may readily remember the narrative of a story, he may fail to glean facts from study reading. Several investigators have found that among elementary school children, only a small portion of material read will be retained after a single reading. Yoakam[1/] found that there are wide differences in this ability, and that the ability to reproduce ideas after a single reading increases from grade to grade but cannot be regarded as highly developed even in the eighth grade. After an interval of 20 to 30 days between reading and recall without further review, he found that the memory was negligible, particularly in the intermediate grades.

Good[2/] found that the second reading adds something, but not a great deal, to the first. Coulter[3/] tested five repetitions of reading with fourth grade pupils using geography materials. The per cent of correct answers increased from

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1/ Yoakam, Gerald A. "The Effect of a Single Reading", Twentieth Year-Book of the National Society for the Study of Education, Part 2, 1921, pp.90-102

2/ Good, C. V. "The Effect of a Single Reading Versus Two Readings of a Given Body of Material", Journal of Educational Method, Vol. 5, April 1926, pp. 325-329

3/ Coulter, Merle A. The Effect of Repetition on Comprehension and Retention in Reading. Unpublished Masters Thesis University of Pittsburgh, 1928

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Though a child may readily remember the narrative of a story, he may fail to glean facts from study reading. Several investigators have found that among elementary school children, only a small portion of material read will be retained after a single reading. Toops[1] found that there are wide differences in this ability, and that the ability to reproduce ideas after a single reading increases from grade to grade but cannot be regarded as highly developed even in the sixth grade. After an interval of 20 to 30 days between reading and recall without further review, he found that the memory was negligible, particularly in the intermediate grades.

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1/ Toops, Donald A. "The Effect of a Single Reading". Twentieth Year-Book of the National Society for the Study of Education. Part 2, 1921, pp.50-100

2/ Good, C. V. "The Effect of a Single Reading Versus Two Readings of a Given Body of Material". Journal of Educational Method. Vol. 8, April 1929, pp. 385-389

3/ Coulter, Merle A. "The Effect of Repetition on Comprehension and Retention in Reading". Unpublished Master Thesis University of Pittsburgh. 1932

53.4 per cent on one reading to 66.5 per cent on the fifth reading. This study clearly indicates that other study skills besides repetition are needed for effective reading and recall. Thus the frequent admonition made to pupils by parents and teachers, "Read it again", does not seem valid as a means of retaining what is read.

Some studies were found comparing the effectiveness of recall through hearing and reading, and the effectiveness of recall when checked through multiple choice and essay type examination. Young [1] in his investigations with grades IV, V and VI compared comprehension through hearing and reading, and found that in general children who do poorly in comprehending through reading do poorly in comprehension through hearing. He indicates that this may be due to poverty of vocabulary, or to lower intelligence factors, but his findings indicate that one presentation is not enough for learning. They would also seem to indicate that other factors than reading skill are involved.

Courtney, [2] working with ninth grade pupils, experimented with comparison of "recall by recognition" (multiple choice

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1/ Young, William E. "The Relation of Reading Comprehension and Retention to Hearing Comprehension and Retention", Journal of Experimental Education, Vol. 5, No. 30, Sept. 1936

2/ Courtney, Paul Douglas Recall by Reproduction Versus Recall by Recognition, Unpublished Masters Thesis, Boston University, 1941

88.4 per cent on one reading to 88.5 per cent on the fifth reading. This study clearly indicates that other study skills besides repetition are needed for effective reading and recall. Thus the frequent admonition made to pupils by parents and teachers, "read it again", does not seem valid as a means of retaining what is read.

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[2] Courtney, Paul Douglas "Recall by Reproduction Versus Recall by Recognition. Unpublished Master's Thesis, Boston University, 1941.

examination) and "recall by reproduction" (essay type examination). He finds that both have high reliability, but that the percentage of material that a student can reproduce in writing after a single reading is about half the material he could successfully identify, though he points out that mechanical difficulties in speed and quality of handwriting may in part account for this difference. The advantage that he found in the reproduction type of questions was that it revealed some gross misunderstandings in the content of the reading which could not have been revealed by the multiple choice questions. This implies that reading defects (such as the wrong interpretation of a word with several meanings) may distort the reading concept unless carefully checked.

These experiments imply that reading once or oftener, or listening to material read once, is not sufficient for learning on study type material. Bucknam[1/] observes that unless reading is motivated and guided by attempted recall, little is added to what is gained by a single reading.

Goodykoontz[2/] states: "In reading we ourselves must evaluate and sort if we are not to accept and attempt to remember

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1/ Bucknam, Margaret E. A Comparison of the Fluency of Oral Recall with Written Recall in Silent Reading in Geography in Grade Five, Unpublished Masters Thesis, Boston University, 1941

2/ Goodykoontz, Bess "Teaching Pupils to Organize What They Read", Elementary English Review, Vol. 7, No. 4, April 1930, pp. 87-90

all the ideas which come to us as of equal importance. Pupils in school, too, need to organize what they read, but they do not develop them (these skills) easily alone, and specific training is necessary." She reports success in the use of reading exercises training the pupils to organize what is read, and to select materials for a usable result.

Investigation shows that specific exercises in organization, outlining, classification and sequence, are helpful in enabling pupils to make gains in comprehension and recall of reading.

In a study made by Jacobs and Liveright[1/], specific training was given to fourth and fifth grade pupils over a period of 17 weeks. In study type reading the pupils were specifically trained to answer questions, follow directions, discover the central thought, decide upon total meaning, organize thought in various forms, and improve the reading rate. At the close of the experiment the improvement in the entire experimental group of grade five was found to be 12 school months as compared with 3 school months in the control group. In grade four the experimental group made an improvement of 7 school months as compared with 3 school months in the

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1/ Jacobs, Emilie V. and Liveright, Alice K. "Improvement of Study Type Reading", The Tenth Year-Book of the Department of Elementary Principals, National Educational Association, 1931, pp. 455-459

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1/ Jacobs, Hilda V. and Lirwright, Alice R. "Improvement of Study Type Reading", The Fourth Year-Book of the Department of Elementary School Principals of the National Education Association. 1925, pp. 229-239

experimental group. In both cases the normal growth to be expected was 4 months.

Hilliard and Barnes[1/] experimented with sixth grade pupils whose scores in the Gates Silent Reading Tests indicated definite need for practice. This experimental group was given practice over a period of ten consecutive school weeks by means of exercises corresponding to the four types suggested in the Gates test. This intensive drill resulted in an average total gain of 2.3 years. No child in the experimental group failed to make a significant gain.

III The Improvement of Thorough Reading Techniques

In addition to skill in organization, such other study skills as following directions, comparing of one thing with another, noting similarities and differences, and evaluating in various ways, are means of improving reading comprehension and recall.

1/ Hilliard, George H. and Barnes, Marcellene, "The Effect of Specific Drill on Reading Ability", Elementary School Journal, Vol. 31, No. 6, Feb. 1931, pp. 417-426

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1/ Williams, George E. and Dorness, Merrelle. "The Effect of Specific Drill on Reading Ability" Elementary School Journal, Vol. XIV March, Feb. 1931, pp. 414-422

According to Wrightstone[1/], "Throughout the grades of the elementary school it is an obligation of the teachers to help pupils to develop their powers to recognize problems; to organize facts and information; to weigh evidence; to draw conclusions, or to render judgments and test their conclusions."

Fleming[2/] experimented with sixth grade pupils to ascertain whether better study skills could be developed through daily drill in reading (1) for general significance, (2) for noting details, and (3) for following directions, and also to determine the effect that regular drill would have on reading rate and on the time required for locating information. His experiment showed that this regular drill over a 10 week period produced a gain of 17.5 months in reading age and an average increase in reading rate of 66 words per minute in the experimental group.

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1/ Wrightstone, Wayne "Appraisal of Newer Elementary School Practices, Bureau of Publications, Teachers College, Columbia University, 1938, p. 124

2/ Fleming, John Patrick "Developing Study Skills in Middle Grade Reading", Unpublished Masters Thesis, Boston University, 1932

3/ Distad, H. W. "A Study in the Reading Performance of Pupils Under Different Conditions on Different Types of Reading Matter", Journal of Educational Psychology, Vol. 18, April 1927

According to Wrightstone[1], throughout the grades of the elementary school it is an obligation of the teachers to help pupils to develop their powers to read more problems; to organize facts and information; to weigh evidence; to draw conclusions, or to render judgments and test their conclusions.

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1/ Wrightstone, Wayne "Appraisal of Newer Elementary School Practices, Journal of Educational Research, Teachers College, Columbia University, 1938, p. 128

2/ Fleming, John Perrin. "Developing Study Skills in Middle Grade Reading". Unpublished Masters Thesis, Boston University, 1938

3/ Dated, H. K. "A Study in the Reading Performance of Pupils Under Different Conditions on Different Types of Reading Matter". Journal of Educational Psychology, Vol. 18, April 1927

immediate recall of groups reading with specific questions, raised questions, or a problem, exceeded immediate recall of those doing undirected reading.

Heller and Courtis[1] in an experiment of several months with second grade pupils in which a variety of reading exercises were used, particularly those giving practice in following directions, report that the improvement was very marked, not only in the development of reading ability, but also in other study skills such as self direction.

Studies in definite directed practice in reading exercises made by Hamilton,[2] Fogler[3], Burks and Stone[4], also show noticeable gains in the control groups which were subjected to prolonged periods of definite practice exercises.

These studies show that improvement in effective reading may be expected when definite practice in the study skills is

1/ Heller, Reginia R. and Courtis, S. A. Exercises Developed at Detroit for Making Reading Function, Twentieth Year-Book, National Society for the Study of Education, 1921, pp. 153-166

2/ Hamilton, Bernice "Point Pleasant Did Something About Reading", Elementary School Journal, Vol. 45, June 1945, pp. 562-568

3/ Fogler, Sigmund "An Experiment in a Planned Program of Remedial Reading", Elementary School Journal, Vol. 45, April 1945, pp. 444-450

4/ Burks, Jessie and Stone, Clarence R. "Relative Effectiveness of Two Plans of Training in Silent Reading", Elementary School Journal, Vol. 29, Feb. 1929, pp. 431-436

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1/ Heller, Martin S. and Courtis, S. A. Exercises Developed for Drills for Making Reading Important, Learning Your Book, Harvard Helper for the Study of Education, 1921, pp. 182-186

2/ Dunlap, Darius "Habit Formed and Conditioning Adjustment", Elementary School Journal, Vol. 28, March 1928, pp. 528-532

3/ Foglar, Sigmund "An Experiment in a Planned Program of Reading Reading", Elementary School Journal, Vol. 40, April 1940, pp. 44-52

4/ Burks, Jensen and Stone, Olive R. "Relative Effectiveness of Two Kinds of Training in Silent Reading", Elementary School Journal, Vol. 30, Feb. 1930, pp. 431-436

provided. Wiley[1/] further specifies that in directed reading the pupils must have the study pattern clearly in mind, and must also have sufficient practice to make the proper procedures habitual. He also suggests[2/] that "training for specific habits, that is, practicing directly the thing to be done later, yields the surest results. This means that pupils must acquire study habits by practicing the specific study procedures in the specific kind of connections in which they will be used later."

IV The Improvement of Thinking Skills

Inferential and critical reading was formerly thought to be beyond the ability of young children. However, Durrell[3/] suggests that "teaching of higher mental processes should be a

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1/ Wiley, James Alvin Practice Exercises in Silent Reading and S tudy, Published by Professor J. A. Wiley, Iowa State Teachers College, Cedar Falls, 1922, p.14

2/ Wiley, James Alvin Practice Exercises in Supervised Study and Assimilative Reading, Published by Professor J. A. Wiley, Iowa State Teachers College, Cedar Falls, 1924

3/ Durrell, Donald D. "Language and Higher Mental Processes", Review of Educational Research, Vol. 13, April 1943, p. 110

part of the language arts program from the primary grades through college." He believes that most of the abilities in thinking can be integrated naturally into the program of reading and composition.

Muller[1/] finds that in a study conducted with children from 7 to 17 years of age, the greatest increase in ability to make inferences was found between the first and second, and the second and third school years (ages 6 to 9). In his surveys of studies on age and reasoning ability Glaser[2/] finds an important educational implication in these studies is that training in the development of critical thinking can be begun at a very early age, at least by about 7 years.

Indicating the need for this type of training Dewey[3/] and Tyler[4/] in their studies using history and biology materials respectively found that there is small relation between ability to secure facts in reading, and ability to do inferential

1/ Muller, H. T. "Mental Trails and Heredity", Journal of Heredity, Vol. 16, 1935, pp. 435-436

2/ Glaser, Edward M. "An Experiment in the Development of Critical Thinking, Teachers College Columbia University, Contributions to Education No. 843, p. 30

3/ Dewey, Joseph "The Acquisition of Facts as a Measure of Reading Comprehension", Elementary School Journal, Vol. 35, Jan. 1935, pp-346-348

4/ Tyler, Ralph W. "Measuring the Ability to Infer", Educational Research Bulletin, Vol. 9, Nov. 19, 1930, pp. 475-480

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Indicating the need for this type of training Dewey[3] and Tyler[4] in their studies using history and biology materials respectively found that there is small relation between ability to secure facts in reading, and ability to do interpretive

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1/ Muller, R. T. "Mental Traits and Heredity", Journal of Heredity. Vol. 16, 1925, pp. 433-438

2/ Dimmer, Edwards M. "Methodology in the Development of Critical Thinking", in Cross Cultural Collaborative University, Contributions to Education No. 966, p. 80

3/ Dewey, Joseph. "The Acquisition of Facts as a Function of Reading Comprehension", Elementary School Journal, Vol. 38, Jan. 1938, pp. 374-380.

4/ Tyler, Ralph W. "Measuring the Ability to Infer", Educational Research Bulletin, Vol. 9, Nov. 19 1930, pp. 472-475

thinking about the material. Dewey points to the need for more careful training in inferential thinking while pupils read so that true understanding may be arrived at.

Grim[1/], testing Junior High School pupils in social studies, found that the pupil who rates high in reading ability does not necessarily stand equally high in his ability to interpret social data. Gans'[2/] experiments indicate fairly conclusively that intermediate grade pupils, even though good readers according to standard tests, are not competent critical readers when meeting fanciful or remotely relevant content.

Working in the field of discovering associated ideas which might occur to children while reading, Marden[3/] constructed tests in social studies material suggesting, "What other things not mentioned in this story can you think of?" To answer such questions the pupil must be able to recall clearly what was in the selected reading, and then work outward from his own experience. She found a significant improvement in the ability to raise questions for further study when pupils had experienced directed teaching upon free associational reading.

1/ Grim, Paul R. "Interpretation of Data and Reading Ability in the Social Studies", Educational Research Bulletin, Vol. 10, Sept. 25, 1940, pp-372-374

2/ Gans, Roma A Study of Critical Reading Comprehension in the Intermediate Grades, Teachers College, Columbia University, Contribution to Education No. 811, Teachers College, 1940

3/ Marden, Avis "Associational Reading Abilities in the Seventh Grades", Unpublished Masters Thesis, Boston University, 1941

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1/ Orle, Jean R. "Interpretation of Data and Reading Ability in the Social Studies". Educational Research Bulletin. Vol. 10 Sept. 28, 1940 pp-273-276.

2/ Cane, Rose A Study of Critical Reading Comprehension in the Intermediate Grades. Teachers College, Columbia University, Contributions to Education No. 211. Teachers College, 1940

3/ Marden, Iris "Associational Reading And Ideas in the Seventh Grade". Unpublished Masters Thesis. Boston University, 1941

These findings indicate the importance of developing specific reading skills. The studies show that

1. Exercises in vocabulary and word study are helpful in promoting reading facility.

2. Specific exercises involving organization, and reading with definite problem in mind, are of greater aid to comprehension and recall than merely re-reading the material.

3. Improvement of thorough reading techniques may be expected when specific practice is given.

4. Critical thinking and associational thinking about material read can be improved by specific directed practice.

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SUMMARY

It now appears that the present social studies curriculum generally makes great demands upon the pupil not only for simple reading skills, but also requires abilities to generalize, infer, and evaluate. The pupil must be able to select pertinent material from a wide variety of reading materials placed at his disposal instead of merely following the direction of one text book.

The research and opinion, already summarized, indicates that even good readers in the intermediate grades usually do not possess these abilities. Study habits in general use do not seem to yield a high percentage of recall on material read. The result of research cited shows that where specifically directed practice has been applied a noticeable improvement has been made in comprehension and recall on study type material. Furthermore, directed practice has been found to increase the pupils' ability to do inferential and associational thinking. It is apparent that these are necessary skills in the social studies area if these subjects are to serve the purpose of training in building character and civic responsibility.

The findings of Muller, Glaser, and Durrell previously cited show that the ability for inferential and critical thinking is usually well developed by the second and third grades.

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Storm and Smith[1/] list these specific aims for silent reading instruction for pupils in the second and third grades:

To secure rapid growth in habits of intelligent interpretation and steady progress in

a. ability to find answers to questions

b. ability to comprehend facts

c. ability to follow directions

d. ability to organize ideas

e. ability to read and draw conclusions; to do independent thinking

f. ability to read and reproduce

These are definite study skills which may be developed through practice to the end that the last one "ability to read and reproduce" may be achieved. "Reproduce" then implies recall -- the number of items returned after a silent reading period.

Durrell[2/] suggests that workbooks might be developed for teaching classification, organization, and subordination of ideas leading to the improvement of oral and written recall.

1/ Storm, Grace E. and Smith, Nila B. "Reading Activities in the Primary Grades, Ginn and Company, 1930

2/ Durrell, Donald D. "Language and Higher Mental Processes", Review of Educational Research, Vol. 13, April 1943, p. 113

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[2] Burrell, Donald H. "Languages and Higher Mental Processes". Review of Educational Research, Vol. 18, April 1948, p. 112

Such a work book is here presented for use in the third grade, using social studies materials. It is hoped that regular directed practice in the third grade may assist in achieving those efficient habits of study which are required for success in the middle grades, not only for the social studies but for all study types of reading.

CHAPTER II

ORGANIZATION OF THE WORK BOOK

To assist third grade pupils in the beginning reading of social studies materials, a work book, THE IMPROVEMENT OF RECALL USING THIRD GRADE SOCIAL STUDIES MATERIALS, has been built.

For this purpose a human geography Reader, Without Machinery[1/], was selected. It was felt that pupils beginning study type reading often fail to recall the important concepts of the book for two reasons. First, the vocabulary is new and unmeaningful because the child has a limited idea of the meaning of the words, and the new words are not repeated often enough for him to gain mastery of them as they appear in new relationships, or with varying meanings. Second, the concepts presented are new and outside his previous experience and therefore are not sufficiently meaningful for recall.

To overcome these difficulties exercises were constructed to repeat the new vocabulary and enrich it, relating the new to the previously known, and to give added practice. The material used in the exercises parallels the concepts presented in the

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[1] Fenton, Emma M., Potter, Hodge. Without Machinery. Boston, Houghton and Mifflin Company, 1929.

Reader, but also enriches and repeats the ideas so that they will be clarified and the understanding reinforced. The purpose is improved comprehension and recall through enrichment, clarification, and repetition of both words and ideas.

In addition to these reading objectives, the work book aims to clarify the social understandings through repetition, pointing them up with additional material. A list of some of the social understandings which the work book aims to develop, together with a list of pages devoted to each, will be found on page xxiv-a.

The exercises aim to encourage the child to think as he reads. It is hoped that the study habits and understandings gained through study of the Reader and completion of the accompanying exercises will carry over to other study type reading.

The work book is designed to follow closely the order of the units and chapters in the Reader. It is assumed that the teacher will approach each new unit of study with an appropriate introduction, making use of the illustrations in the Reader and other motivative material. It is also assumed that the new vocabulary for each chapter will be taught before beginning the reading. Following the reading, one (or more, in the case of some review lessons) pages of the work book are to be assigned as seat work. While the exercises are designed to be self administering, the teacher should make sure that each

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EXERCISES AIM TO DEVELOP THESE SOCIAL STUDIES UNDERSTANDINGS.	(pp.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
1. Primitive living may be adequate and happy.	1	✓	✓		✓	✓	✓			✓		✓	✓	✓	✓		✓			✓	✓			✓		✓				✓			✓		✓					✓		✓	✓	✓	✓								✓		✓	✓		
2. Even simple people lead useful and orderly lives.	2		✓		✓		✓			✓		✓		✓	✓		✓							✓																					✓	✓						✓								✓	
3. Families work together for mutual welfare and safety.	3		✓		✓		✓	✓		✓							✓													✓			✓										✓							✓	✓							✓		
4. Children are important and helpful in family life.	4				✓	✓	✓									✓	✓	✓																												✓				✓	✓			✓					
5. Man adjusts living to the physical features of the earth.	5	✓					✓		✓	✓	✓			✓	✓		✓				✓			✓		✓													✓						✓		✓				✓	✓				✓	✓			✓
6. Man adjusts his living to the geographic location, climate, and season.	6	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓						✓		✓	✓						✓			✓							✓	✓	✓		✓			✓						✓	✓			✓
7. Agriculture, though universal, is adjusted to geographic conditions.	7		✓				✓																	✓		✓	✓									✓							✓	✓					✓							✓				✓
8. Many animals are trained to help man, and serve as both helpers and pets.	8		✓							✓	✓		✓		✓	✓	✓				✓												✓		✓	✓								✓		✓											✓		✓	
9. Man develops tools suited to his needs.	9				✓	✓												✓	✓									✓								✓	✓							✓		✓										✓					
10. Skill and pride of craftsmanship bring satisfaction and rewards.	10				✓			✓										✓		✓	✓																							✓								✓	✓		✓	✓			✓	
11. Man trades things he has for things he needs.	11													✓						✓																✓																✓	✓		✓	✓				✓
12. Trade is related to town life.	12																																						✓		✓	✓		✓								✓	✓		✓	✓				
13. Transportation and communication vary with the geography and human development.	13	✓					✓					✓			✓		✓				✓																✓		✓	✓	✓	✓		✓									✓		✓	✓				
14. A map may be interpreted as a picture of the earth's surface.	14			✓											✓																																														

child understands what is required before he starts the work.

Little new vocabulary has been introduced into the work book. It has been designed to give much practice on the new vocabulary which is introduced in Without Machinery[1/]. The other words not drawn from the Reader are those which the child has met in previous primary grade reading. The only exceptions are a few place and geographical names which have been added to enrich the material. They will readily be recognized by the teacher.

Type of Exercises Used in the Work Book

In planning the exercises for the work book, the common difficulties in thorough type reaching were considered, and exercises designed to overcome them were built. The kinds of exercises used are these:

I Exercises to improve vocabulary skills

1. Word recognition
2. Discrimination between words of similar appearance
3. Words enriched to make more colorful or meaningful
4. Word analysis, recognizing compounds
5. Phrasing to make words meaningful

1/ Hanna, Paul R., Potter, Gladys, and Gray, William S. Without Machinery, Scott Foresman and Company, 1939

II Exercises to promote comprehension and recall through organization and outlining

1. Recognition of sequence or pattern in reading
2. Ability to classify
3. Ability to generalize
4. Ability to select or write the most meaningful
   a. title
   b. word
   c. phrase

III Exercises to improve thorough reading techniques

1. Recognition of subject and title relationships
2. Recognition of similarities and differences
3. Comparison of one thing with another
4. Evaluation of false and true
5. Following directions

IV Exercises to improve thinking skills

1. Ability to associate the new with child's own experience
2. The drawing of inferences
3. Finding illustrations

A chart listing these skills, and indicating what pages of the work book are devoted to each will be found on page xxvi-a.

It is hoped that these exercises will point up social understandings, making them clearer to the child so that they will become a part of his thinking, and form a basis for judgment and critical thinking in other social studies reading.

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SKILLS	EXERCISES TO PROMOTE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
	Work Book pages																																																													
VOCABULARY AND WORD STUDY	1 Word recognition	✓		✓		✓		✓	✓				✓		✓		✓			✓	✓				✓			✓							✓					✓	✓					✓	✓	✓			✓							✓	✓
	2 Word discrimination				✓	✓								✓			✓	✓					✓						✓	✓	✓	✓				✓			✓					✓																	
	3 Word enrichment				✓	✓	✓	✓				✓							✓		✓			✓				✓	✓			✓									✓					✓			✓											
	4 Word analysis																✓					✓									✓			✓		✓			✓							✓		✓		✓	✓		✓						
	5 Phrasing																	✓							✓	✓				✓	✓					✓			✓	✓								✓									✓				
ORGANIZATION	1 Recognizing sequence			✓			✓			✓					✓												✓															✓					✓								✓		✓		
	2 Classifying								✓	✓	✓		✓	✓						✓								✓	✓			✓			✓			✓				✓	✓					✓									✓	✓	✓
	3 Generalizing		✓					✓	✓	✓	✓	✓	✓	✓		✓	✓		✓					✓			✓		✓						✓					✓	✓											✓				✓				
	4 Selecting or writing most meaningful:																																																										
	a. title		✓																					✓									✓																			✓							✓	
	b. word	✓				✓						✓	✓	✓			✓	✓			✓	✓	✓		✓			✓			✓				✓	✓			✓	✓				✓			✓			✓										
	c. phrase																✓									✓	✓										✓									✓														
THOROUGH READING TECHNIQUES	Recognizing																																																										
	1 Subject and title relationships		✓							✓							✓			✓				✓									✓												✓			✓				✓					✓		✓
	2 Similarities and differences					✓		✓			✓			✓				✓	✓			✓	✓			✓	✓		✓	✓	✓	✓									✓	✓	✓	✓	✓	✓			✓				✓						✓
	3 Comparing									✓	✓	✓		✓			✓			✓			✓												✓			✓	✓			✓	✓	✓		✓		✓			✓						✓		✓	✓
	4 Evaluating false and true				✓																					✓																			✓			✓												
	5 Following directions			✓		✓		✓	✓		✓		✓	✓	✓					✓				✓	✓			✓	✓			✓		✓									✓						✓					✓	✓	✓		✓		
ASSOCIATIONAL READING	1 Associating new with previous exp.										✓	✓		✓					✓																							✓							✓				✓	✓	✓				
	2 Drawing inferences							✓				✓	✓			✓				✓		✓		✓	✓		✓													✓					✓			✓						✓	✓		✓		✓
	3 Finding illustrations														✓				✓										✓						✓														✓				✓							
						6		6	4	5	6	6	6	6	4	6			5			5	5	5	4	5	5	7		5	5			6				5	5	4	6	4	4			9															

18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
	✓	✓				✓			✓							✓					✓	✓					✓	✓	✓				✓			
				✓						✓	✓	✓	✓				✓			✓				✓												
✓		✓		✓					✓	✓			✓									✓					✓			✓						
			✓									✓			✓		✓			✓								✓		✓		✓	✓		✓	
						✓	✓				✓	✓						✓		✓	✓								✓							
								✓															✓						✓							
	✓								✓	✓			✓			✓			✓				✓		✓				✓							
✓					✓			✓		✓						✓					✓	✓											✓			
					✓									✓																				✓		
		✓	✓	✓		✓			✓		✓	✓				✓	✓			✓	✓			✓				✓				✓				
							✓	✓										✓											✓							
	✓				✓									✓											✓				✓					✓		
			✓	✓			✓	✓		✓	✓	✓	✓									✓	✓	✓	✓	✓				✓					✓	
	✓			✓												✓			✓	✓			✓	✓	✓		✓		✓			✓				
							✓																			✓			✓							
	✓				✓	✓			✓	✓			✓		✓								✓							✓					✓	✓
✓																							✓								✓				✓	✓
	✓		✓		✓	✓		✓													✓					✓			✓							✓
✓										✓						✓															✓				✓	
5			5	5	5	4	5	5	7		5	5				6				5	5	4	6	4	4				9							

At the same time it is hoped that the exercises, directing the child's attention to particular things to look for, will form the basis of desirable habits of study for all thorough type reading. They are designed to show the importance of fixing new vocabulary through repetition and use. They teach the expanding of understanding and concepts through reorganization of known material and relating it to the new. They teach the habit of reading for pertinent detail, and making comparisons. Because they cause the child to stop and think of what he has read, writing or otherwise checking his results, they promote habits of study which will be useful to him in all thorough type reading. It is hoped that these exercises will so reinforce the study skills that they will form the basis for efficient study habits.

Review (7)

Read the paragraphs. Think about the answer. Then find a word from the list at the top to fill in each blank.

milk	shell	pounding
mats	turns	leaves
food	schools	spears
patch	fine	bark

A small garden and a small piece of cloth used to mend a hole in the clothes are each called a _____.

A turtle, a pea, and a coconut each has a _____.

Coconuts and cows are very different but they both give _____.

Dogs and trees are not at all alike but each has a _____.

When island people weave baskets of grass, or fish from their boats they use _____.

Boys and fish are very different but they are both found in _____.

Bushes and books are not much alike but they both have _____.

Fish, coconuts, and bananas are all different but each is a kind of _____.

The island people make _____ to sleep on, sit on, or shade their rooms from the sun.

A man who takes another man's place for a while when working, and an automobile which suddenly goes around a corner both take _____.

An island woman thumped a piece of bark to make cloth. A man knocked loudly on a door. They were both _____.

Something ground up into very small pieces, and a bright sunny day are said to be _____.

Review: after page 74 (16)

Choose the right word from each pair. Write the words in the blanks which will make the meaning correct.

tied tried

Johan _____ to train his pet reindeer so he _____ him to the fence.

moss toss

He cut a hole in the snow and found some _____ to _____ to the tame reindeer.

Lapp lap

The _____ dogs are always hungry and ready to _____ up a bowl of dried reindeer blood and water.

herd heard

The men _____ the sound of a bell so they knew that the _____ of reindeer was nearby.

bell ball

The Lapps tie a small _____ around the neck of the reindeer who is leader so they can follow him. The _____ is shaped like a _____ .

fast past

Johan put on his skis and went _____ the storehouse very _____.

brought bought

Mother _____ the children some new clothes last winter. Father _____ them out of the storehouse, but some of them were too small now.

pat pot

The dog could smell the supper cooking in the big _____. He tried to come into the hut, but mother gave him a _____ and sent him outside.

nap lap

Lasse was sleepy. She put her head down in her mother's _____ and took a _____ .

thread bread

Mother began baking _____. While it was getting ready she sat down and made _____ to sew with out of thin pieces of reindeer skin.

fir fur

The men and boys went on their skis to the woods of _____ trees. It was a long way, so they wore their warm _____ clothes.

Choose the right word from each pair. Write the words in the blanks which will make the meaning correct.

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The men _____ the sound of a bell so they knew that the _____ of reindeer was nearby.

bell bell

The lappa tie a small _____ around the neck of the reindeer who is leader so they can follow him. The _____ is shaped like a _____.

feet peat

Johan put on his skis and went _____ the storehouse very _____.

tied tried

Johan _____ to train his pet reindeer so he _____ him to the fence.

moss toss

The cut a hole in the snow and found some _____ to _____ to the tame reindeer.

lapp lap

The _____ dogs are always hungry and ready to _____ up a bowl of dried reindeer blood and water.

herd heard

The men _____ the sound of a bell so they knew that the _____ of reindeer was nearby.

bell bell

The lappa tie a small _____ around the neck of the reindeer who is leader so they can follow him. The _____ is shaped like a _____.

feet peat

Johan put on his skis and went _____ the storehouse very _____.

brought bought

Mother _____ the children some new clothes last winter. Father _____ them out of the storehouse, but some of them were too small now.

pet pot

The dog could smell the supper cooking in the _____. He tried to come into the hut, but mother gave him a _____ and sent him outside.

nap lap

Lasse was sleepy. She put her head down in her mother's _____ and took a _____.

thread bread

Mother began baking _____. While it was getting ready she sat down and made _____ to sew with out of skin pieces of reindeer skin.

fir fur

The men and boys went on their skis to the woods of _____ trees. It was a long way, so they wore their warm _____ clothes.

First read Pages 198 - 204 (42)

WORDS WITH DIFFERENT MEANINGS

In each sentence find a word that means something very different from the underlined word. Draw a line under the word you find.

Wong was a good, wise man but he liked to say that he was stupid.

He was not ashamed of being a poor farmer, for he was a good man and very proud of his family.

It seems to us a foolish custom to burn the old Kitchen God on New Year's day, but a very good custom to pay all your debts.

Wong paid Yin the five bags of rice he owed him for the little rice plants Yin had given him after the flood.

It is nice to be rich, but poor men can be very happy too, Wong thought.

When Wong and his sons went to the great city they saw many things which were new to people from a small village.

A city has many fine things to see and many exciting noises, but a village can be a happy place to live.

Wong and his family always worked hard and never wasted much time.

When the flood came, all the land was covered with water.

In the rice fields all the rice plants were dead after the flood, but Wong got some live plants from Yin and soon the fields were green again.

When the Wong family had to leave home because of the flood, Wong pushed a wheelbarrow with their goods in it, and the children pulled Fat Boy along.

They went north to their uncle's house, but as soon as the flood was over they went south again to their village.

Chinese boats load goods at one little village along the river and unload them at another village.

In the country as far as one can see is earth and sky.

When it rains it is very wet working in the fields, but as soon as the sun comes out the fields are dry.

In places where the wind blows very hard the trees grow in twisted shape, but where there is not much wind trees are straight.

WORDS WITH DIFFERENT MEANINGS

In each sentence find a word that means something very different from the underlined word. Draw a line under the word you find.

Wong was a good, wise man but he liked to say that he was stupid.

He was not ashamed of being a poor farmer, for he was a good man and very proud of his family.

It seems to me a foolish question to burn the old kitchen God on New Year's day, but a very good question to pay all your debts.

Wong said Yin the five bags of rice he owed him for the little rice plants Yin had given him after the flood.

It is nice to be rich, but poor men can be very happy too, Wong thought.

When Yong and his sons went to the local city they saw many things which were new to people from a small village.

A city has many tall buildings to see and many clothing motives, but a village can be a happy place to live.

Wong and his family always worked hard and never wasted much time.

When the flood came, all the land was covered with water.

In the rice fields all the rice plants were dead after the flood, but Wong's sons gave live plants from the old, soon the fields were green again.

When the Wong family had to leave home because of the flood, Wong rented a wheelbarrow with their goods in it, and the children had lost their toy alone.

They went north to their uncle's house, but as soon as the floods was over they went south again to their village.

Chinese boats load goods at one little village along the river and unload them at another village.

In the country as far as one can see is earth and sky.

When it rains it is very not working in the fields, but as soon as the sun comes out the fields are dry.

In place where the wind blows very hard the trees grow in twisted shape, but where there is not much wind trees are straight.

First Read Pages 261 - 264 (57)

People Without Machinery

You have seen that the people we have been reading about lead very simple lives. They do not have machinery of the kinds that we do to save us work. But they have found out how to make some tools they need. Tools such as knives, hoes, plows, and water wheels make life easier for them.

They often work long hours, if there is work to be done at that time of year. But they like to work. They do not hurry through their work. They are proud to do each thing as well as they can.

Do you think these people are happy? Look again at the pictures in your book. Do you see how often people are smiling? Many of them are smiling while they work. Sometimes they stop to talk and laugh with the others they work with. No one is in a hurry. They take time to have fun as they work. They love their animal pets and sometimes play with them. Sometimes they sing as they work.

When the work is hard, their friends help or take turns so that no one has too much to do.

Here are some things which people without machinery do. We might think of some of them as work. Draw a line under the things which you think each of these people might enjoy doing.

Indians	drying peaches, making pottery, cleaning house
Chinese	living in house boats, pulling river boats, training birds to catch fish for them
River Nile people	riding on a donkey load of straw, trading in the market, making pottery
Lapp people	going on skis, riding in sleds, gathering shoe moss
Island people	climbing trees for coconuts, fishing in boats, pounding bark for cloth

CHAPTER III

THE WORK BOOK

First read P. 11 - 14 "Village of Homes Without Walls"

palm
climate

In the south seas there are many beautiful islands. The climate is always warm, but there is plenty of rain. Because of the rain and sun these islands are always green. The palm trees are green. The grass is green. There are many beautiful green trees and bushes. There are many flowers too. The flowers are bright colored. Some are yellow and pink. Some are many shades of red.

People who live on the islands in the south seas have a happy time. It is so warm that they do not need many clothes. They build houses of wooden poles with roofs made of palm leaves. The houses have no walls. They do not need walls because the climate is so warm. The wind blows through the sides of the houses and keeps them cool. The palm leaf roof makes a shade from the sun and keeps out rain. If the wind blows too hard or if it rains too much the people put up a kind of window shade made of palm leaves.

It is nice to live on a warm island by the sea. The children can swim in the warm water. The men go fishing in little boats.

Write the right word in the blank spaces.

The houses on some of the islands in the south seas have no _____.

They do not need walls because it is so _____.

The palm leaf roofs keep out the _____.

There is plenty of sun and rain so that the trees and grass always look nice and _____.

The children like to _____ in the warm water.

The men go out in little _____ to fish.

Draw a line under the best title for each of the four parts below.

Nifo knew how to climb coconut trees very well. He did not need a ladder. Coconut trees do not have branches near the ground. The bark is smooth. So Nifo took hold of the trunk of the tree with his hands and feet. He could pull himself up very quickly.

The big nuts grow at the top of the tree. Nifo picked a few and threw them down on the ground. Then he climbed down the tree again. He could not climb down with his hands full of heavy coconuts.

Big Coconuts

Climbing a Tree

Picking Coconuts

The island people took turns working in the garden patch. It was warm in the garden because there were no shade trees. The people did not work very long in the hot sun.

One man dug weeds between the rows of vegetables. Another dug the taro. Taro is a kind of vegetable which grows under the ground. It has very large leaves.

After noon the sun was very hot. So the people stopped their work. They sat in the shade and ate some bananas. Then they went home.

A Warm Day

A Hot Afternoon

Gardening in the Sun

On another island one family had a pet monkey called Bepo. He was a funny little brown monkey with a long tail. He was not very big, but he was strong.

Bepo liked to climb coconut trees. Sometimes he picked a coconut and threw it down. He tried to throw the big nuts at other monkeys.

One day the family saw him picking coconuts and throwing them. "We will teach Bepo to pick the nuts we want and throw them on the ground," the father said. After that the men and boys did not need to climb trees for nuts. Bepo picked nuts for them.

A Pet Monkey

An Easy Way to Pick Nuts

Throwing Nuts at Monkeys

The people went back to their houses in the village. The houses seemed nice and cool after the hot garden patch. The wind was blowing from the sea and made the houses cool. The leaves of the coconut trees were waving in the wind.

The workers lay down on mats made of leaves. They slept on the floor. Everyone took a nap every afternoon. It was too warm to work. Soon the village was quiet.

The wind blew a big coconut off one of the trees near the house. It landed on the roof and rolled down the roof to the ground. This woke up the village.

An Afternoon on an Island

Taking a Nap

Coconuts Fall from Trees

Nifo Takes a Walk

Read this story. Take a BLUE crayon. Mark on the picture where Nifo went on his walk.

Nifo and his family lived in a house near the water. It was a little way from the other houses in the village.

The people in the village were getting ready for a big feast. So Nifo wanted to see what was going on.

In the village the men had dug a hole in the ground. They filled it with coconut husks and leaves and made a fire. The women would cook there.

When Nifo left his house he went first to the fire. He did not see anyone so he walked past one house. Then he walked over to the water to look at three boats on the beach near the river. He walked along the river until he came to a path through the woods. The path led to the garden. He saw the neat rows of vegetables. Then Nifo walked along the edge of the garden and crossed the open space to the beach. He saw a man in a boat near the reef. He walked near the water's edge until he came to two Palm trees. Then he felt hungry, so he walked straight back to the village. There his friends gave him some bananas and coconuts to eat. He saw that the fire was still burning in the hole in the ground.

Read the four stories. Then answer the questions at the bottom of the page with yes or no.

1.

The boys made some new spears to use when they went fishing. The spears were not hard to make. First the boys found long smooth sticks pointed at one end. Then they tied pieces of shell on the end of each stick. The shells were sharp. They made very good spears for fishing.

2.

The girls and their mothers often made baskets. Some of the baskets were made from coconut leaves. Others were made of spears of grass.

The girls looked for long straight spears of grass. When the grass began to get brown it was just right for weaving into baskets. They dried the spears to make them strong. Then they soaked them in water to make them soft before weaving them.

3.

When you see fish in the sea you often see many of them in one place. This is called a school of fish. Fish do not stay in a school to study, as you do. A school is safer for fish than to swim alone. One fish alone cannot see all the dangers in the sea. But in a school of fish, all can watch. The fish can travel together in safety and look for food. They can help each other.

4.

In our country all children go to school. They learn to read. T hen they can read about children in other lands.

You have read about some boys who made spears. They stood in their boats and looked into the water until they saw a school of fish. Then they speared the fish and pulled the speared fish into their boats.

Some spears are made of sticks with sharp pieces of shell tied on the end. _____

Some people use spears to catch fish. _____

Sometimes people make spears out of grass. _____

A long thin piece of grass is called a spear of grass. _____

Little fish go to school to learn where to find food. _____

Boys and girls go to school. _____

A great many fish swimming together is called a school. _____

Island people take their spears and look for schools of fish. _____

First read P. 31 - 35

this

Fill in the blanks with one of these words

SHELL, SHELLS, LEAVE, LEAVES

A man cut a bunch of bananas with a _____.

The men weeded the garden with _____ tied to sticks.

Mother told the children to stay in the shade of the _____ when the sun was hot.

Mother made mats of _____.

She made pretty baskets of _____.

The children brought drinking water in pails made of coconut _____.

The men covered the roofs of the houses with _____.

The men made a fire of coconut _____ in a hole in the ground.

They wrapped the food in _____ and put it into the hole to cook.

The girls strung flowers on strings of coconut _____ to wear around their necks.

Sometimes the people found pretty colored _____ in the sand along the beach.

Most of these _____ were white or pink.

Mother had to _____ the baby with Malolo while she went to the garden patch.

Malolo carried water in coconut _____.

In the afternoon the people took naps on mats made of _____.

The men and boys fished from boats with spears. The points of the spears were pieces of _____.

A VILLAGE FEAST

When the people heard that visitors had come in boats from another island, they were very happy. They did not hear news of their friends on the other islands very often. The visitors would bring news.

"We must have a feast for the visitors," said the men.

"Yes", the women and children agreed. "We shall get ready for a feast."

Everyone went about their work singing and laughing. Some of the men and boys took their boats and spears and went fishing. A few men stayed in the village to build the fire.

It is so warm on the island that people do not eat hot food every day. They often eat coconuts and bananas and breadfruit. So they do not have stoves hot and ready to cook. There was a hole in the ground near the storehouse. In the hole were some big round stones. Those stones were used for cooking. The men made a fire in the hole with coconut husks. The stones in the hole got very hot.

Some of the people went to the garden patch to get taro and other vegetables. The men in the boats brought back fish. The cooks cleaned the fish and vegetables. They wrapped them well in green leaves. They put leaves on the hot stones. Then they put in the food wrapped in leaves. They covered it all over with more hot stones and sand. This made a good hot oven for cooking the food.

The children put clean mats on the ground for a table. They went to the woods and picked flowers. Then they found long fibers of coconut leaves and strung the flowers on them to make pretty chains.

When everything was ready all the people and visitors sat around the mats. The cooked food was laid out on leaves or in coconut shells. It smelled very good. Everyone laughed and talked. The children gave the visitors strings of flowers to wear. Everyone ate and talked. It was a happy time.

After the feast the people danced and sang until it was time to go to sleep.

WHICH HAPPENED FIRST? Write 1, 2, 3, 4, 5 in the spaces to show which happened first.

_____After the feast the people danced and sang.

_____The men made a fire of coconut husks.

_____Visitors had come in boats from another island.

_____The cooks wrapped the food in leaves and put it in the hole to cook.

_____The people sat down on the ground and ate off long mats.

Read the paragraphs. Think about the answer. Then find a word from the list at the top to fill in each blank.

milk	shell	pounding
mats	turns	leaves
food	schools	spears
patch	fine	bark

A small garden and a small piece of cloth used to mend a hole in the clothes are each called a _____ .

Bushes and books are not much alike but they both have _____ .

A turtle, a pea, and a coconut each has a _____ .

Fish, coconuts and bananas are all different but each is a kind of _____ .

Coconuts and cows are very different but they both give _____ .

The island people make _____ to sleep on, sit on, or shade their rooms from the sun.

Dogs and trees are not at all alike but each has a _____ .

A man who takes another man's place for a while when working, and an automobile which suddenly goes around a corner both take _____ .

When island people weave baskets of grass, or fish from their boats they use _____ .

An island woman thumped a piece of bark to make cloth. A man knocked loudly on a door. They were both _____ .

Boys and fish are very different but they are both found in _____ .

Something ground up into very small pieces, and a bright sunny day are said to be _____ .

Read the list of words at the top of the page. Think of the meaning. Then write each word under one of the three lists below.

If you had one of these:

village	chickens	fish
coconuts	island	garden patch
taro	breadfruit	shells
leaves	coconut husks	bananas
mat	reef	boat
storehouse	hot stones	bark

would you have

SOMETHING TO EAT?	SOMETHING USEFUL?	A PLACE ?

THE LAPPS

1.

Johan's family has a fine herd of reindeer. The uncles and other people of the family have reindeer too. They have dogs to help them watch the herds. In summer the family gets all the herds together and moves to a new place. They want to find plenty of grass for the reindeer to eat.

2.

They went a long way. At last they came to a big lake. Nearby were some hills with birch trees. A long way off they could see some high mountains. The mountains were covered with snow. Here near the lake was plenty of green grass fof the reindeer to eat. Johan's mother thought it was a prettyplace. "Let us stop here by the lake," she said.

3.

The men of the family put up tents. They found wooden poles. They put the ends of the poles into the ground in a circle. They tied the poles together at the top. Then they covered the poles with reindeer skins. This made the tents nice and warm. The circle of tents made a little village.

4.

Inside the tent the men laid flat stones on the floor in a circle. This made a fireplace. Then they put birch leaves on the floor, and reindeer skins on top of the leaves. This made a soft place to sit. The family sat on the floor and ate their supper. Mother cooked the supper over a fire on the stones. The smoke went up through a hole in the roof. After supper the family put away their clothes in bags of reindeer skins. They made beds of other skins and went to sleep.

Read these sentences. Write the number 1, 2, 3, or 4 in the blank to show which paragraph the sentence tells about.

_____ The family lies down and goes to sleep.

_____ The family stopped beside the lake because there was plenty of grass for the reindeer.

_____ They moved to a new place in the summer.

_____ There is a stone fireplace in each tent.

_____ The men put up tents in a circle.

_____ Mother cooked the dinner on the stone fireplace.

New words:
cattle
cattle man
cattle ranch

Find a sentence on the right which means about the same thing as a sentence on the left. Write the same number beside it. You will see that taking care of reindeer is about the same as taking care of cattle.

AN AMERICAN CATTLE RANCH

1. Ranches have large herds of cattle.
2. Cowboys lasso the cattle.
3. Dogs help the cowboys take care of the cattle.
4. When all the grass is eaten on one hillside, the cattle move to another hill.
5. Some of the cows give milk to drink.
6. The cattlemen kill some of the cattle to eat.
7. Some of the meat is dried for use in winter.
8. The skins of the cattle are sold to make leather and shoes.

A REINDEER HERD IN THE NORTH

____The Lapps have large herds of reindeer.

____The Lapps kill some of the reindeer to eat.

____Some of the reindeer meat is dried for use in winter.

____Herdsmen lasso the reindeer.

____When all the grass is eaten on one hillside the reindeer move on to another hill.

____The Lapps use the skins of the reindeer to make bags and clothes. T hey sell skins they do not need.

____Dogs help herdsmen take care of the reindeer.

____Some of the reindeer give milk to drink.

FOUR FIRES

What words go in the blanks?

1. It was Hallowe'en. The children sat in front of the fireplace. They sang songs. They popped corn over the logs in the fireplace. Some children bobbed for apples. A big pumpkin with a face laughed at them. Everyone had great fun. This was a Hallowe'en _____.

2. Mololo lived on an island. It was very warm there. People did not need fires to keep warm. But the men dug a hole and built a big fire in it. They put stones in the hole to get hot. Then they put in food wrapped in leaves. They covered the food and hot stones with leaves and sand. People watched them. They clapped their hands and sang. They were getting ready for a _____.

3. The Lapp family lived in a tent. In the middle of the floor inside the tent was a circle of stones. Mother made a fire inside the stones. The stones made a little fireplace. Mother sat on the floor. She put big pots of food over the fire to cook. She was getting _____.

4. After dinner the Lapp family went outside their tent. They sat down in a circle to talk. But mosquitoes and flies began to bite them. So father built a fire. When it burned well the family sat down in the smoke. They did not mind the smoke because it kept the _____ and _____ away.

Review

THE REINDEER

In the far north where it is so cold, the reindeer is a very useful animal. The reindeer is used to cold weather. But it is too cold to farm. There are not many towns so far north. Men must travel a long distance to town. So they cannot buy things very often.

But the reindeer gives the Lapp people most things that they need. They do not have to buy much. But if they wish to buy anything, they can trade things that they make for what they need.

Read this list of words. Then read the sentences below. In each blank write the word from the list which makes the sentence correct.

handles	cheese	milk	train
herds	clothes	meat	skins

Reindeer go in _____.

The men _____ some reindeer to pull loads.

Reindeer give _____ good to drink.

When the milk gets thick the Lapp women make _____ of it.

Reindeer _____ is also good to eat.

The Lapps put reindeer _____ on the tent floor to sit on.

They keep their _____ in bags made of reindeer skins.

They often make clothes out of reindeer _____ too.

Reindeer horns and bones make good knife _____.

We do some of the same things that the Lapps do. But we do them in a different way. The Lapps have to use the things they have at hand. We have many more things for our use than they do.

Read this list of words. Then read the sentences. Read a sentence on the left. Then read the sentence opposite it on the right. In each blank place write the word from the list which makes the meaning correct.

summer	close	day	shoe grass
winter	moves	dinner	tents
sleds	morning	boats	move
windows	rubbers	cars	

We go to school in _____ time.

We wear _____ over our shoes to keep our feet warm and dry.

We go to church on Sunday _____ .

We get home from church in time to eat _____ .

We walk to church or go in our _____ .

When the weather grows cold we _____ our doors and windows. We build _____ in our houses to keep us warm.

Lapp children go to school in _____ time.

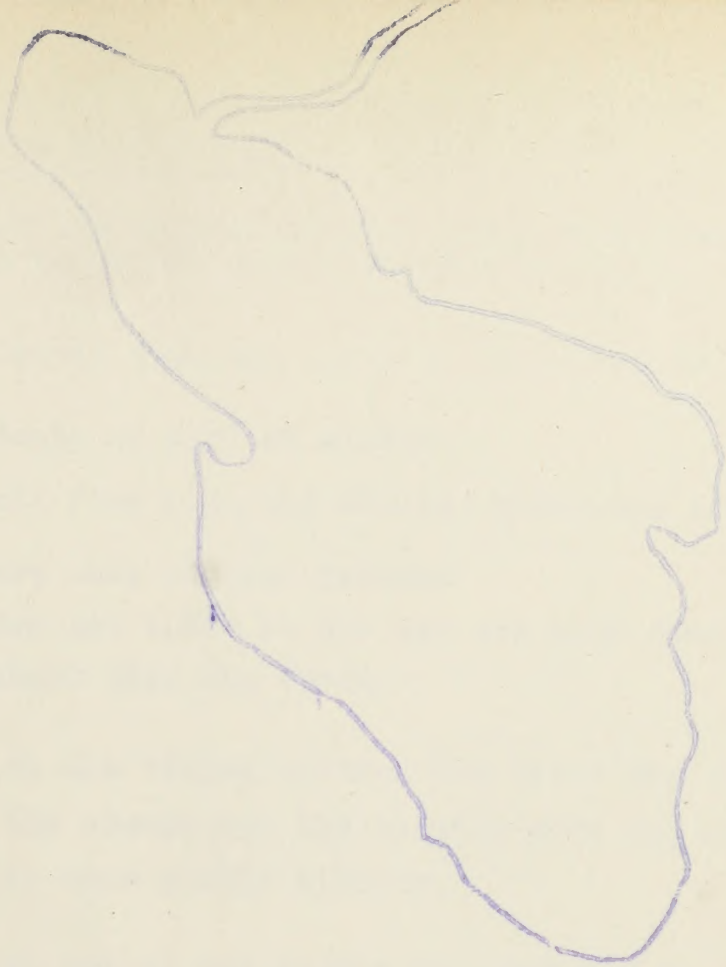
Lapp children wear _____ _____ in their shoes to keep their feet warm and dry.

Lapp people travel so far to church that they stay there all _____ .

Lapp people travel so far to church that they take their _____ with them to eat.

Lapp people often go to church in _____ .

When the weather grows cold the Lapp people take down their _____ and move. The reindeer pull the tents on _____ when they move.



Here is a map of the lake you see in the picture on page 63 of your book. Look at the picture to see where the Lapp village was. Draw a tent on the map to show where the village was. Find where the shoe grass grew across the lake. Draw a shoe on the map to show where the shoe grass was. Near the top of the lake, by the river was the church. Draw the church on the map.

When the families moved to their winter home everyone helped. **They packed the clothes and food on sleds. They put reindeer skins on other sleds and the women and children rode on them. The sled drivers wore skis and went beside the sleds. Reindeer pulled them.**

The families started from the village on the sleds. They drove around the lower edge of the lake. When they came up the other side of the lake they stopped by the patch of shoe grass and looked for their reindeer herd. With your blue crayon show the way the people on sleds went from the village around the lake.

The men and dogs who stayed behind in the village got the rest of the reindeer herd together. They were going to make the reindeer swim across the lake. It was not so far as the way the sleds had to go. But it took some time for the animals to swim. The men and dogs drove the reindeer from the village out into the water. Then the men got into their boat and rowed beside them. They found the family waiting on the other side. Draw a red line to show how the reindeer went. The red and blue lines will come together by the shoe grass

THE WINTER HOME

After you have read the chapter in your book, read these sentences. Draw a line under the ending which is correct.

The Lapp families moved from the north to their winter home because

reindeer like plenty of snow in winter.

the reindeer could find moss and shelter under the fir trees.

The winter huts were made of logs because

the fir trees were too thick so the men cut some down.

log huts were warmer than the tents.

Johan did not put on his winter clothes the first day because

he had grown in the summer and the clothes were too small.

he did not like to wear winter clothes.

Johan and his father put on their skis and went a long way because

it was fun to travel on skis.

the reindeer were feeding in the woods a long way from the hut.

The leader of each herd of reindeer had a bell tied around his neck because

the herdsmen could hear the bell and tell where the herd was.

reindeer like to hear bells ring.

The dogs kept all the reindeer close together because

they were trained to keep them together and safe.

dogs do not like any reindeer but their own herd.

Johan's tame reindeer did not eat the moss out of his hand because

he was not hungry.

he was not trained yet.

Review; after page 74

Choose the right word from each pair. Write the words in the blanks which will make the meaning correct.

tied tried

Johan _____ to train his pet reindeer so he _____ him to the fence.

moss toss

He cut a hole in the snow and found some _____ to _____ to the tame reindeer.

Lapp lap

The _____ dogs are always hungry and ready to _____ up a bowl of dried reindeer blood and water.

herd heard

The men _____ the sound of a bell so they knew that the _____ of reindeer was nearby.

bell ball

The Lapps tie a small _____ around the neck of the reindeer who is leader so they can follow him. The _____ is shaped like a _____ .

fast past

Johan put on his skis and went _____ the storehouse very _____ .

brought bought

Mother _____ the children some new clothes last winter. Father _____ them out of the storehouse, but some of them are too small now.

pat pot

The dog could smell the supper cooking in the big _____ . He tried to come into the hut, but mother gave him a _____ and sent him outside.

nap lap

Lasse was sleepy. She put her head down in her mother's _____ and took a _____ .

thread bread

Mother began baking _____ . While it was getting ready she sat down and made _____ to sew with out of thin pieces of reindeer skin.

fir fur

The men and boys went on their skis to the woods of _____ trees. It was a long way, so they wore their warm _____ clothes.

close clothes

On cold mornings the children stood _____ to the fire when they put on their _____ .

Choose one of the two words at the top of each part to write in the blanks.

1.

BECAUSE SO

_____ it is ___cold in winter Lapp children often wear two suits of reindeer skins. They wear the one with the hair inside next to their skin _____ itsis soft and warm. The outside suit has the hair outside ___ that it will turn the wind and _____ it looks nicer.

3.

AND FOR

Lapp fathers take good care of the children too. They buy sharp knives _____ carve beautiful bone handles _____ sheathe _____ them. The boys carry these knives proudly _____ use them _____ many things.

2.

UNTIL SO

Lapp mothers work hard to make warm clothes for their children. They scrape reindeer sinews _____ they are like fine threads. Then they sew suits and shoes of skins. They fill the big shoes with shoe grass _____ they will be warm. They make yarn bands to tie around the top of the shoes _____ the snow will not get in.

4.

FOR IF

Lapp families live near the water they make boats_____ traveling by water. They paddle the boats _____ long distances.

In winter the Lapps use sleds _____ travel. _____ the rivers and lakes are frozen, the trained reindeer can pull the heavy sleds _____ the men. The men and boys often use skis _____ there is much snow.

K N I V E S

All people must use knives to live. Knives may be made from bone or shells, but those made of steel are better. People who cannot make steel knives often trade other things for them. Do boys sometimes trade toys for pocket knives?

How many kinds of knives do you use in your home? Some machines have knives, called blades, inside them. The blades cut when a wheel is turned.

Here are some things with KNIVES or BLADES. Draw a line under those you have in your home. Add other kinds of knives you can think of.

pocket knife	lawn mower
butcher knife	meat grinder
paring knife	pencil sharpener
bread knife	scissors
cake knife	razor
table knife	_____
carving knife	_____
	_____

If you live on a farm you may have some of these too:

plow	hoe
cultivator	scythe (sickle)

BUYING AND TRADING

People who live far from cities learn to use the things they have. Those who live on warm islands do not need many clothes. They do not need to buy food. It is easy to catch fish and gather fruit. They can grow vegetables. Coconuts grow wild and are used for many things.

People who live far away in the cold countries often must use what they have too. The Lapps keep reindeer because they are such useful animals. The reindeer pulls sleds and gives milk and meat. The skin and bones of the reindeer can be used for many useful things.

The Island people and the Lapps can live very well without buying anything. But there are many things they do not have. So they sometimes buy these things, or trade something they have for something they do not have.

Here is a list of useful things. Read them over. Think if the Lapps would find them useful, or if the Island people might like them best. Some of the things both the Lapps and the Island people might like.

Write the letter I in front of the word if you think the Island people would buy it. Put an L in front of the word if you think it is something the Lapps would buy. Some words may have both I and L in front of them.

_____	CANDY	_____	SUGAR
_____	MITTENS	_____	WOOLEN CLOTH
_____	COOKING POT	_____	YARN
_____	KNIVES	_____	SCISSORS
_____	NEEDLES	_____	SALT
_____	PINS	_____	GUNS

Review: Use after P. 92

Choose a word at the top of each part to put in the blanks.

1.

CIRCLE CLOSE

When the Lapps left their summer home they had to _____ the lake. They traveled to their winter home in the woods. There they built their winter huts _____ together in a _____. The huts were made of wood and skins. They had doors to _____ and keep the wind out.

3.

HORN CLOSE

The Lapp huts are warm and comfortable. But we would not like to live in them. The huts have a fireplace in the middle. The smoke goes up through a hole. But it is very smoky and _____ inside. The huts are small. Everything inside is very _____ together.

The Lapps spend the long winter days making useful things out of reindeer_____ and skin. They carve pretty pictures on the _____ knife handles.

2.

TRAIN HORN

The Lapp men work hard to _____ the reindeer. They must lasso the reindeer like cattle. Sometimes the lasso falls over a reindeer's _____. When the rope is tight he cannot move.

Then the men teach the reindeer what to do. They _____ some to stand still and be milked. Others they train to pull sleds. When the village moves to another place the reindeer and sleds move along in a great _____.

4.

CLOSE CIRCLE

Once a reindeer herder came to tell Johan's father that some wolves were quite_____ to the herd. The men took their guns and followed. The dogs had been trained to keep the reindeer together. So now the herd was standing in a _____ _____ together, with their horns to the ground. If any wolf came too near, a reindeer horn would strike him. The men shot one wolf. The others ran.

Review: after page 28

WORD GAME

In each part read the three words at the top. Find a word to put with the other word on the left. The word you make should have the meaning given at the right.

The first pair is done to show you how.

SUN LIGHT HOUSE

1. sun light — another name for sunshine
2. light house — where ships at sea look for a light

STORE HOUSE KEEPER

1. store _____ — a place where things are kept for winter
2. _____ keeper — a woman who looks after the home

HILL SIDE WALK

1. hill _____ — a steep slope
2. side _____ — we walk on this

ROW BOAT HOUSE

1. row _____ — a small boat
2. _____ house — a place where boats are kept

TIMES SOME TIRE

1. tire _____ — you find this makes you tired
2. some _____ — now and then

STEP OUT DOOR

1. out _____ — not in the house
2. _____ step — you walk on this to get to the porch

WORD GAMES

Draw lines between the pairs of words of OPPOSITE meanings.

village	water
loaded	living
winter	south
twisted	unloaded
dead	never
always	city
land	straight
cool	summer
shouted	dark
light	whispered

Now draw lines between pairs of words below which mean the SAME, or nearly the same, thing.

walls	called
woods	watched
shouted	near
saw	tossed
stones	sides
close	parts
kept	saved
threw	forest
flat	rocks
pieces	smooth

New words:

Egypt
Pharaoh

Underline the best title for each story.

1.

In the northern part of Africa is a country called Egypt. Some parts of Egypt are very hot and dry. As far as one can see is gray sand. Such a piece of dry sandy land is called a desert. It hardly ever rains on the desert, so there is very little water. Without water, nothing can grow.

The Desert of Egypt

A Dry Country

No Rain

3.

In Egypt most farms are small. A farmer and his family can take care of the farm. But they must work hard. The sun is warm and will make the crops grow fast if they have water. The farmer and his family must carry water, or pump it from the River Nile. It is hard work in the hot sun. But he can raise four crops in one year because the plants grow fast in the good soil and sunshine.

Farmers are Busy Men

Farming by the River Nile

The Farmer's Family

2.

Egypt has a friendly river. It is called the River Nile. The River Nile is and old friend. It has helped Egypt for thousands of years.

Perhaps you have read Bible stories about the Pharaohs who were the kings of Egypt hundreds of years ago. They grew rich and powerful because of the River Nile.

Even in those days of Long ago the Nile River helped the farmers to grow fine crops.

Pharaohs of Egypt

Thousands of Years Ago

A Friendly River

4.

Perhaps you are wondering how a hot desert land can have a great river. It does not often rain in the desert. But the Nile is a long river. It rises far away in the mountains.

Spring rains melt the snow in the mountains. The water rushes down the mountain side and into the River Nile. It is carried into the desert.

Sometimes the river is so full of water that some runs over the river banks and floods the land. Then the farmers are happy.

Mountain Snow

Happy Farmers

A River in the Desert

Some words are left out of the story below. Enough words are there so that you can understand it.

Read the story through as FAST as you can. Then go back and write the words that are missing in the blank spaces.

A VILLAGE NEAR THE RIVER NILE

On a hill near _____ River Nile was a village. _____ the village were many houses. They stood close _____ . All the houses were made _____ mud bricks. The thick bricks helped _____ keep _____ houses cool.

Most _____ the houses were square. Some had brick walls _____ them. A few houses _____ no roofs. This did _____ matter because there was no rain. The walls kept _____ the wind.

The people who lived _____ the houses were farmers. They were _____ all day working _____ the fields. The family would not come home _____ evening. So it did _____ matter _____ the sun shone _____ the house all day. By evening the cool wind would make _____ house cool.

The water _____ the River Nile was not clean enough _____ drink. So the people of the village had _____ well.

T he women drew the water _____ the well. They carried it home _____ their heads _____ big jars. They used _____ well water _____ cooking and drinking.

Read pages 102-107

Name

Here are some endings to sentences. Some of them will remind you of how the Island people and the Lapps live. Draw a line under the ending which makes the sentence right for the RIVER NILE people.

The Nile people keep their drinking water in

reindeer skins

water jars

coconut shells

Hassan's family found that a most useful animal was a

reindeer

monkey

donkey

The River Nile people grow a great deal of

shoe grass

breadfruit

wheat

For supper Hassan's family often ate

lentils and onions

taros, bananas and coconuts

dried reindeer meat and cheese

Hassan's father worked hard

moving to their winter home

threshing the wheat

gathering coconuts for the feast

In River Nile villages the houses

had no walls and were covered with palm leaves

were made of dried mud brick

were tents covered with skins

WATER -- GOOD OR EVIL ?

Have you seen puddles of water after a heavy rain? When rain falls it sinks into the ground. But if there is too much water the plant roots can not drink it in fast enough. Then the water lies in pools.

On hillsides the water runs down very fast. It carries some mud with it. By the time the water reaches the streams and rivers after a rain storm it is muddy. It carries with it leaves and sticks. These float on the water.

When a river gets too much water from rain and melting snow, it runs over its banks. This is called a flood. The farmers along the River Nile are glad when floods come. The flood carries new mud and leaves. When the water dries up rich new soil is left. Then the farmers are sure of good crops.

The homes of the River Nile people are on hills. The flood does not reach the houses.

DRAW A LINE UNDER THE RIGHT ENDING FOR EACH SENTENCE.

When it rains hard	When snow melts or when rain pours down hillsides
roots can not drink all the water.	mud is carried into the rivers.
the wells get good water.	boys and girls have fun.
After a heavy rain the water	The mud in the rivers is good rich soil which
runs up the hills.	is good for farm land.
runs down hill to the river.	is good for fish.
Farmers like to have rain because	The Nile people are not afraid of the floods because
it washes off the vegetables.	their houses are good and strong.
water makes crops grow.	their villages are on little hills where floods do not reach.

First read pages 106 - 115

WHEELS

Wheels are very useful. They save us a great deal of hard work. When men learned to make wheels, they did not have to carry so many things. They made the wheels do the work.

A wheelbarrow has only one wheel. But it can carry a heavy load. A man can push a big load on a wheelbarrow. This is easier than carrying or dragging the load.

Later men learned to build carts. The first carts had two wheels. Later they had four wheels. Animals were trained to pull carts. An animal can pull bigger loads in carts than they can carry on their backs.

Today wheels carry most of our goods. Even boats have wheels in them to turn the engines.

RIDDLES

Can you guess the answers to these riddles? Each thing has wheels. Write your answer on the line.

The wind turns my wheel. I draw water. What am I?

_____

Wheels turn my insides. I have two hands and a face. I go tick-tock. What am I?

_____

Long ago women used me to spin thread for cloth. My wheel turned with the foot. What am I?

_____

I have two wheels. Boys and girls like me. They sit on me and turn my wheels with their feet. What am I?

_____

My wheels go very fast. A hand turns me. I whip cream and eggs. What am I?

_____

I have a wheel and I can sew. What am I?

_____

MATCHING WORD MEANINGS

Here are three columns of words. Read the word in each little box at the bottom of the page. Each word sometimes means the same as one of the words in the large box above it. FIND the word with the SAME meaning. Write it on the line in the little box.

pasture	watching	picked
fastened	sleep	kettle
driving	began	journey
brought	stone	celebration
too	calling	finished
stream	chased	several
parts	speak	smooth
rock	still	crop
river _____	rock _____	harvest _____
field _____	minding _____	gathered _____
pieces _____	shouting _____	pot _____
tied _____	nap _____	trip _____
swing _____	started _____	feast _____
chasing _____	talk _____	done _____
carried _____	drove _____	few _____
also _____	yet _____	flat _____

THE NILE OVERFLOWS

Fill in each blank with one of the two words at the top.

before **because**

Hassan and his family got up _____ sunrise and went to the river bank. They could hardly wait to see if the flood was high enough to bring the water over the river bank. Many of the village people were there _____ them.

Suddenly they heard a shout. "See the water is flowing over the bank." The people began to clap and shout. They were happy _____ the water would bring them good crops.

until **so**

The people watched the water rise higher and higher _____ it covered all the fields. Then they shouted and clapped. One man climbed up on a well _____ that all could see him. He shouted that the dancing would begin. _____ everyone danced _____ they were tired. Then they rested and ate food from the baskets. The women made coffee. They passed cake and sweet meats. _____ the people had a happy time at the celebration by the Nile.

what **when**

"_____ fun we will have today," Selim said. "I wonder _____ the celebration will begin?"

Selim did not have to wonder for long. Already the people were singing and shouting. He saw some women carrying baskets and jars. _____ they came near Hassan saw that they were bringing food. Zeida had baskets too. The family gathered around her. "_____ have you there?" She took meat and bread from the basket. "Eat _____ you are hungry," she said. "Here is good cool goat's milk too."

so **because**

In a few days the water went down. The ground was _____ nice and wet that Hassan wanted to begin to plow. He went to his neighbor to borrow some oxen _____ Hassan had no oxen of his own.

The neighbor said he would rent his oxen. _____ Hassan made a bargain with him. He agreed to pay for the use of the oxen at harvest time. He would only pay one jar of lentils _____ he did not know how good the crops would be.

First read pages 126 - 131

WHAT DOES IT TELL ?

WHO WHAT WHEN WHERE WHY

Read the words in each box. Then draw a ring around the one of the three words which says what it tells.

in part of his field WHO, WHY, WHERE	piles of vegetables WHO, WHERE, WHAT
help me load the melons WHERE, WHY, WHAT	running around the market place WHY, WHERE, WHEN
baskets of melons to sell WHAT, WHERE, WHO	as soon as we have eaten WHY, WHO, WHEN
to get the donkey WHAT, WHERE, WHY	the children found their way at last WHEN, WHY, WHERE
early in the morning WHO, WHEN, WHY	to the potter's shop WHEN, WHY, WHERE
along the river bank WHERE, WHY, WHEN	they will buy my melons WHO, WHERE, WHEN
some were carrying bundles WHAT, WHERE, WHEN	selling water to drink WHEN, WHERE, WHAT
look at the people WHO, WHEN, WHY	taking melons to the city WHO, WHERE, WHEN

First read Pages 172-173

The word in each little box means the OPPOSITE of one of the words at the top. Write the word in the box that means the opposite.

dry	sea	little
something	always	gone
rich	harder	earlier
nobody	bought	dried
thin	high	nearer
awake	light	staying
slowly	untied	emptied
pulled	soft	straight

poor	land	twisted
_____	_____	_____
quickly	low	much
_____	_____	_____
wet	never	gone
_____	_____	_____
everybody	loud	farther
_____	_____	_____
pushed	easier	leaving
_____	_____	_____
thick	heavy	later
_____	_____	_____
nothing	tied	filled
_____	_____	_____
asleep	sold	soaked
_____	_____	_____

First read Pages 139 - 142

C H I N A

(1)

More than half way around the earth from the Nile River is a great country called China. China is a very large. Millions of people live there. China is so large that some parts are warm and some parts are cold.

(2)

In the south it is nearly as warm as it is on Malolo's island. In the north of China it is almost as cold as Lapland. Some parts of China, like the Nile Valley, are desert. On the desert it hardly ever rains. There are great rivers and high mountains in China.

(3)

China has some fine large cities. But most of the people live in small villages or towns. Most of the people farm.

(4)

Wong was a kind farmer who lived in a village beside a great river in China. His family helped him with the farm work. He had a water buffalo who helped him too. Everyone must work on a farm.

Match these titles to the four paragraphs. Write the number of the paragraph in front of the title it matches.

_____Farmer Wong and His Family

_____A Far Away Land

_____Where Chinese People Live

_____The Climate of China

Making Large Words From Small Words

Some words are made of two small words. In each part, read the words on the left. Look at the words on the right in that part and find one which will make a new word when added to the first word.

Example grand <u>father</u>

every_____	body	every_____	ever
some_____	room	ruin_____	one
school_____	maker	some_____	coat
toy_____	thing	when_____	side
wheel_____	barrow	hill_____	times

no_____	boat	some_____	room
house_____	thing	grand_____	fast
boat_____	man	water_____	mother
door_____	way	school_____	where
rain_____	storm	break_____	wheel

You have learned that people without much machinery use the things they have at hand. Sometimes they do not have many things, but they get along very well.

Here is a list of useful things some people without machinery have.

Read the words in each line and draw a ring around one which <u>HONG'S</u> family had or did.

<u>animal helpers</u>	reindeer, camel, water buffalo
<u>pets</u>	sled dogs, ducks, donkeys
<u>for beds</u>	straw mats, reindeer skins, blankets
<u>for dishes</u>	bowls, coconut shells, baskets
<u>tools for eating</u>	knives, chopsticks, forks
<u>food</u>	reindeer meat, snails, fish
<u>drink</u>	tea, milk, coconut milk
<u>they grow</u>	wheat, rice, breadfruit
<u>they live in</u>	a city, a village, an island

Titles read Pages 147 - 151

Write the correct word in the blank spaces.

MOUTHS MONTHS

It took Farmer Wong many _____ to grow enough vegetables to feed the hungry _____ of his family.

PAT PATH

As he carried two buckets of water at a time up the _____ Fat Boy would run back and forth across the _____. Wong gave him a _____ and told him to go away.

TIRED TRIED

Wong worked hard planting rice. Often his back and shoulders grew _____ but he _____ to get the little plants growing as soon as he could.

SAME TAME

Fat Boy was very _____. He was the children's pet. But just the _____ Wong did not want Fat Boy to make him spill the water.

BEGIN BEGAN

The young rice plants must be kept very wet. So Wong and the other farmers _____ to pump water with a waterwheel. They turned the waterwheel with their feet. When one field was nice and wet the men would _____ to turn the water into another rice field.

BECAUSE BECAME

Flat Foot was a useful animal. He was a water buffalo. Water buffalos work well in wet soft mud _____ they like water. When Flat Foot _____ tired he tried to lie down in the water.

BOUGHT BROUGHT

When the rice was planted, Wong worked in his orchard. He had _____ five nice peach trees from a neighbor. He planted vegetables under the peach trees and _____ big pails of water from the river to water this garden.

SQUEALED WHEELED

When it was time to go home at night Wong put his tools into the wheelbarrow and _____ it home. Sometimes he gave the children a ride in the wheelbarrow. Fat Boy _____ and ran along ahead of them.

THE FLOOD

Read both sentences in each group. Put an X in front of the one which sounds the smoother.

___ In China it -- rained for a -- week without stopping.

___ In China -- it rained for a week -- without stopping.

___ The men -- put on thick straw raincoats -- and hats.

___ The men put -- on thick straw -- raincoats and hats.

___ All the people watched -- the water get -- higher and higher.

___ All the people -- watched the water -- get higher and higher.

___ To be -- safe they -- moved to a -- high hill.

___ To be safe -- they moved -- to a high hill.

___ The people -- piled all their things -- on wheelbarrows.

___ The people piled -- all their -- things on wheelbarrows.

___ The families pushed -- the wheelbarrows and carried -- baskets.

___ The families -- pushed wheelbarrows -- and carried baskets.

___ They wanted to save -- everything they could -- from the flood.

___ They wanted -- to save everything -- they could from the flood.

___ They watched the water -- from their safe place -- on the hill.

___ They watched -- the water from -- their safe -- place on the hill.

___ When -- the flood was -- over families came home.

___ When the flood was over -- families came home.

___ Everything in the village -- was covered with mud -- from the floo

___ Everything in -- the village was -- covered with mud from -- the fl

First Read Pages 101 - 102

Cross out the word on each line which does not belong with the other words.

rice wheat oats corn peaches

camel donkey bird, water buffalo, reindeer goat

roof door wall river window floor

tool axe sickle plow hoe mittens knife spear

cabbage onions lentils meat taro beans

water jar, bowl dish pot sled

bones bananas horns hoofs sinews skins

river stream lake sea church well ditch pool

peach breadfruit bananas melons goats

cheese meat fish milk fireplace snails eggs

Johan Nifo Ali, Li, Fat Boy

merchant wolves potter farmer fisherman

journey boat wheelbarrow sled cart

horns house hut tent shed

island mountain land river sea tree reef

moss grass reindeer shoe grass leaves

days weeks months sleds years

ear nose neck feet tools face hand

sew mend weave mittens

WHAT DOES IT TELL ?

Draw a line under the correct word in each part.

harvested late in the summer
who, where, when

family was in the field
where, when, why

boys were cutting rice
who, where, why

everyone worked hard
when, who, what

saw a rainstorm was coming
who, what, when

mustn't lose any rice
what, when, why

next day the children helped
what, why, when

beat the rice over a box
when, where, why

children ran back and forth
what, when, where

stopped to chase Flat Foot
when, where, why

gathered straw into a pile
where, when, why

the box was filled
what, when, where

carried the rice to the threshing pla
where, who, why

I-ta helped Wong
who, when, why

"Not all of it is ours"
when, what, where

rice straw in the sun
why, where, who

use some for the roof
what, when, who

roofs made of straw
what, why, where

Some words are left out of the story below. Enough words are given so that you can understand it.

Read the story through as fast as you can. Then go back and write in the words that are missing.

BOATS IN CHINA.

In some parts of China, the rivers are almost like cities of boats. Unless you are near the ocean you do not see any large ships. The _____ is not very deep in some rivers. But it is deep enough ____ small boats. Everywhere you look you can _____ little boats. Some are sail_____. Some boats have oars.

The sails of the boats _____ often torn. People put patches _____ the sails. The patches are of different colors. When there is no wind, the men take the big _____ down. Then they get out oars or long poles. With the poles _____can push against the river bank and make the boat _____ slowly.

The river _____ carry all kinds of things. They are full _____baskets and bundles of goods. Some passengers ride in _____ . Often the _____ carry ducks and geese and rabbits. The boats _____ food and goods, and even the mail. In the parts of China _____ there are no railroads or good roads everything _____ on the river boats. Some boats _____ faces and eyes painted on them. This is to frighten _____ any danger.

In China many _____ live in house boats. Families stay on these boats all their lives. They cook and sleep and eat in _____ They make their living by _____ bundles and baskets from place to place for other people. They make a little charge for carrying things. With the money they can _____ things they need.

Some words have more than one meaning. Read the sentences below. In each pair you will find a word used to mean different things. Draw a ring around the word in each pair each time it is used.

The boy put his money in the bank.

A fisherman sat on the river bank, hoping to catch a fish.

It was a bargain because it was so cheap.

Chinese men like to bargain when they buy anything.

The whistles blew and the bells rang.

The rain beat against the windows and the wind blew hard.

Everyone was present that day.

Wong bought a present for each one in his family.

We had to close the windows to keep out the rain.

It was close to dinner time.

Li used a brush at school as you would use a pencil.

He used to try to write better than other boys.

The squirrel stores away nuts in holes of trees.

The children visited all the toy stores.

The children were so tired they went fast asleep.

The boat traveled very fast down the river, and they were soon home.

Father reached up and picked some red leaves.

We walked and walked until we reached the river.

Do you know all the letters in the alphabet?

The letter man brought several letters today.

messages
telephone
telegraph

PARTS THEY TALKED ABOUT

China is such a large country that what is true in one part is not true in another.

Along the seacoast and in some other places in China there are fine large cities. In these cities everything is modern. There are airports where airplanes land. There are trains and great railroad stations. There are docks for ships. There are many telephones. There are telegraph offices where people may send telegrams just as we do here. There are street cars and taxi cabs and automobiles.

But in many parts of China there are no railroads and no good highways for travel. There people must go on foot, carrying things in baskets or pushing wheelbarrows over narrow paths. Where there are rivers, many little boats carry goods and take passengers and messages.

Below are some paragraphs which tell how messages are carried in the country and small towns of China. On the right are some paragraphs telling how WE would do the same things. Match the paragraphs. Write number 1 beside the paragraph that tells how WE would do number 1. Number the other 5 paragraphs the same way.

1. "If you are going to town tomorrow, Wong, will you stop at my son's house and tell him something for me?"

2. "How much will you charge me, Boat Man, to take this letter to a man in the city?"

3. "My father met a man who had come from the next village. He asked my father to send me to your house with this message from your uncle in his village."

4. "This is an important message. I will pay you extra if you will stop your boat long enough to take it right to my son's house."

5. "What news did you hear in the city yesterday, Wong?"

6. "I saw the newspaper pasted on the wall. It said that the rain has stopped in the north."

____ "Stop at the corner, please, and let us buy a newspaper."

____ "Come to the telephone, please. It is Uncle who wants to speak to you."

____ "Put a stamp on the letter. The mail will be collected this afternoon and it will get to the city in the morning."

____ "I should like to buy a special delivery stamp for this letter so it will be delivered a little faster.

____ "What was the news on the radio?"

____ "It is time for my son to be home now so I shall telephone him."

WORDS WITH DIFFERENT MEANINGS

In each sentence find a word that means something very different from the underlined word. Draw a line under the word you find.

Wong was a good, wise man but he liked to say that he was stupid.

He was not ashamed of being a poor farmer, for he was a good man and very proud of his family.

It seems to us a foolish custom to burn the old Kitchen God on New Year's day, but a very good custom to pay all your debts.

Wong paid Yin the five bags of rice he owed him for the little rice plants Yin had given him after the flood.

It is nice to be rich, but poor men can be very happy too, Wong thought.

When Wong and his sons went to the great city they saw many things which were new to people from a small village.

A city has many fine things to see and many exciting noises, but a village can be a happy place to live.

Wong and his family always worked hard and never wasted much time.

When the flood came, all the land was covered with water.

In the rice fields all the rice plants were dead after the flood, but Wong got some live plants from Yin and soon the fields were green again.

When the Wong family had to leave home because of the flood, Wong pushed a wheelbarrow with their goods in it, and the children pulled Fat Boy along.

They went north to their uncle's house, but as soon as the flood was over they went south again to their village.

Chinese boats load goods at one little village along the river and unload them at another village.

In the country as far as one can see is earth and sky.

When it rains it is very wet working in the fields, but as soon as the sun comes out the fields are dry.

In places where the wind blows very hard the trees grow in twisted shape, but where there is not much wind trees are streight.

WHAT COUNTRY?

What country would you be in if you saw the things listed below? Write the letter of the country in each part. Write the letter

I for Island in the South

L for Lapland

N for Nile Valley of Egypt

C for China

____ A reindeer eating moss.

____ Water buffalo resting in the water.

____ Rice fields

____ Houses with no walls

____ Houses with no roof

____ Men riding camels

____ Boys picking coconuts

____ Boys lining shoes with shoe grass

____ Boys burning the picture of the Kitchen God

____ Oxen turning water wheel

____ Men turning water wheel with their feet

____ Reindeer pulling sleds

____ People eating bananas and coconuts

____ People eating snails with vegetables

____ Men standing in the water planting rice

____ Women making cheese in goat-skin bags

____ Women making cheese in bags of reindeer skin

____ Men pushing wheelbarrows

____ Boats pushed along river banks with long poles

____ A potter making water jars

____ People wearing raincoats made of rice straw

____ Men plowing fields with oxen pulling plows

____ Water buffalo pulling plows

____ People having bread, lentils, and onions for dinner

____ People eating breadfruit and taro for dinner

____ People sitting outside their tents in the smoke to keep mosquitoes away

____ Women making cloth out of bark

IN AN INDIAN PUEBLO

Pueblo is a word which means village, or small town. You can see from the picture (Pages 206 - 207) what an Indian Pueblo looks like. Are the houses in rows like streets? Do they have a second floor? How do the Indians get up to the tops of their houses?

The Indians who live in these Pueblos live in a warm, dry land. It hardly ever rains. In summer it is very hot. In winter it is cool, but there is not much rain, and there is hardly ever any snow.

These Indians do not wander from place to place hunting as some Indians do. Sometimes they hunt nearby, but they stay in one place for years. For food they raise corn and vegetables in gardens outside the town. At the end of day they come back to their houses to eat and sleep. Do you know any other people who live in villages and walk out to their farms each day?

Since it is so hot where these Indians live, they need good houses to keep themselves cool. These houses have thick walls made of sun dried brick. These thick walls keep the house cool in summer and warm in winter. The tall houses make the streets shady. The roofs are flat so people can walk on them.

Sometimes the women work on the flat roofs. They hang strings of corn and red peppers on the roof to dry. When they make jars of clay they sometimes put them on the roof to dry in the sun. Children can play on the wide flat roofs. They can climb to the top and look out to see if their fathers are coming home from the fields or from hunting.

You have read about people in several countries who live in villages and towns. Why do you think that people often like to live in towns when they can? Read the list below. Write <u>YES</u> or <u>NO</u> after each thing to show if it is a reason why people may wish to live in villages.

People like to live in villages because

It is nice to live near friends. _____

If someone is sick they can get help. _____

They can farm in the villages. _____

They can hunt in the villages. _____

It is safer to live near other people. _____

People get lonely when they live far apart. _____

People can buy things or trade with their neighbors in the village. _____

A JOURNEY FOR WOOD

Read the two pages in your book "A Journey for Wood" very carefully. Go over it again and try to remember what words were used.

Now close the book and read the sentences below. They tell some of the same things you read in the two pages. In each part are two words underlined. The two words mean just about the same thing. Cross out ONE word of each pair. Leave the word in each sentence which you think is the word that was used in your own book.

After you finish you may look to see whether you were right.

Pedro and his father and grandfather made a trip, journey to get some wood. First they went to the corral, pen to get two horses. Then they started off in the direction of, toward the hills. After a long ride they came to the woods, forest.

Father broke, pulled pieces of old, dead wood from the trees. Pedro picked up roots and pieces, chunks of wood he found on the ground. Grandfather cut, chopped them with an axe.

When they had all the wood the two horses could carry, pull, the men tied it up in bunches, bundles and put it on the horses' backs.

The horses had a load of wood, so Pedro and the men had to walk. The weather was warm, hot so the men often stopped to rest, sleep. It was not easy, hard for Pedro to walk all the way back to the village, pueblo.

They were glad to reach the pueblo. The men tossed, threw the wood on the ground and drove, led the horses back to the corral, yard.

ADOBE

Adobe is a kind of brick made in the Southwestern part of the United States. It makes such good buildings that people learned how to make adobe from the Indians and often use adobe brick in their cities. In the southwest it does not often rain, so adobe bricks last a long time.

Adobe clay is a brownish gray color. It sticks together well. The Indians find some adobe clay. They mix it with water to make a thick mud. Thin roots and dried grass are added to the mud. These help to make the bricks stick together. Then the mud is shaped into large thick bricks. They are put in the sun to dry.

Sometimes the outside of an adobe wall will wear off. A heavy rain may wash part of the brick away. Inside the houses, the brick walls may get dirty or cracked, just as our plastered walls do.

It is easy to fix adobe walls. Some fresh clay is mixed with water. When it becomes a thick mud, the mud is plastered over the old bricks. When it is dry the walls look like new.

Fill in the blank spaces with the right word.

play clay stay

Adobe bricks are made of _____ mixed with water.

thick stick trick

When it forms a _____ mud small roots and grass are added to make the bricks _____ together.

most almost cost

It _____ never rains in the Pueblo country so that _____ of the brick houses last a long time.

scrap scraps scamp

Sometimes part of the wall breaks away. Then the Indians _____ away the old adobe and mend the wall with fresh plaster.

seat beat heat

Adobe brick makes fine houses for hot, dry countries. The thick brick walls keep out the _____ when the sun _____s down.

WHICH IS RIGHT ?

Underline the words which make the sentence true.

In China when people move they often carry their goods

in a wheelbarrow.
on camels' backs.
on reindeer sleds.

Pueblo Indians live

in tents.
in grass huts.
in adobe houses.

When the Lapps move they often carry things

in jars.
on donkeys' backs.
on sleds.

River Nile people make their houses

of brick.
of skins.
of wood.

In China people eat

with knives.
with chop sticks.
with forks.

In China and along the River Nile people use water wheels

to make cheese.
to weave cloth.
to pump water.

The Pueblo Indians use two stones

to grind corn.
to build a house.
to cook with.

The Island people put hot stones into a hole in the ground

to fill up the hole.
to cook food.
to keep warm.

Pueblo Indians bake their bread

in fireplaces.
in adobe ovens.
in holes in the ground.

Island people often take naps

on woven mats.
on reindeer skins.
on wooden beds.

The Pueblo women used clay

to bake bread.
to make baskets.
to plaster the walls.

The Lapps used reindeer horns

to blow upon.
for making knife handles.
to hang clothes on.

When the snow melted in the mountains the Nile people went to the river bank

to watch the water rise.
to fish.
to go swimming.

Read the sentences. Then look at the two meanings at the right. Match meanings once the underlined word here in the first sentence. Put a 1 in the space before that meaning. Put a 2 to show the meaning of the word in the second sentence.

(Here)

1. The fisherman stood on the <u>bank</u>.	____ building where money is kept
2. He took the money he earned to the <u>bank</u>.	____ side of the river
1. The big stone was <u>worn</u> smooth from grinding corn on it.	____ much used
2. You have not <u>worn</u> that coat for a long time.	____ to wear
1. The trees <u>shed</u> their leaves in the autumn.	____ a small building
2. The farmer kept his tools in a <u>shed</u>.	____ lose
1. The little rice <u>plants</u> looked nice and green.	____ something that grows in the ground
2. Wong <u>plants</u> the rice under water.	____ to sow seed
1 An Indian <u>stalks</u> along very quietly.	____ walks
2. They pulled up the old corn <u>stalks</u>.	____ stems of plants
1. Indians <u>store</u> corn to use in winter.	____ place to buy goods
2. The <u>store</u> keeper will trade wool for shoes.	____ put away
1. The <u>horn</u> made a loud noise.	____ kind of bone on an animal's head
2. Reindeer <u>horn</u> can be used for knife handles.	____ thing used for blowing

TAKING TURNS

How many games have you played where the boys and girls took turns? Why did they take turns? Was it because some parts were more fun than others, and it would not be fair for one child to have the same part all the time?

When people work, they often take turns too. Some work is harder than others, or not so nice to do. Do you think that it would be much fun to stay alone in the mountains with the sheep for a long time? That is where Uncle Juan had been all winter. When it was time to go back to the Pueblo, Uncle Juan left the sheep and came back to the village with the rest of the family.

Who took his turn then watching the sheep?

Write here WHY you think the Indian men took turns watching the sheep.

What did the Indian women take turns in doing? Write here how they took turns, and WHY you think they did it.

Can you think of any kind of work near your home where people take turns? Perhaps one man works part of the day, and then another man comes to take his place. Write here how working people take turns in your neighborhood.

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PLANTING CORN

Read the story of Planting the Corn. Then see how much you can remember of what it tells by filling in these sentences with the right word.

sound round

One evening the Indians heard a _____ . It was the sun priest calling, "Time to plant corn." He stood on his roof so that everyone _____ the pueblo could hear.

began begin

It was time to _____ the planting. The fields were plowed and ready. So in the morning the men _____ to take the seed corn to the fields in big baskets.

thick stick

Grandfather made holes in the ground with a _____. He made the holes about two yards from each other so that the corn would not grow too _____ .

pieces places

Pedro put a few _____ of seed corn in each of the _____ that Grandfather had marked with the stick. Uncle Juan covered the corn with dirt.

stuck stack

After lunch Grandfather cut some bushes with an axe until he had a big _____ . Then Pedro carried them to the corn field and Uncle Juan _____ them bushes in the ground between the rows of corn.

crowd crows

Soon the corn came up and little green leaves began to show. The men watched that weeds did not _____ the new corn. The boys hung clothes on sticks to scare away the _____ who like to eat young corn.

herd heard

One day the Indians _____ the wind blowing very hard. They went out and saw a big yellow cloud of dust which looked like a great _____ of animals coming.

sand send

The yellow cloud was _____ blowing in the air. The _____ would soon cover everything and break the leaves of the corn. The teacher at the school had to _____ the children to help their fathers.

blow blue

The children ran to the fields and helped stick bushes into the ground near the little corn plants. The wind _____ the dust into their eyes, and covered the _____ sky with a yellow cloud for three days.

most almost

The Indians _____ lost their corn, but with the help of everyone and the children they saved _____ of the corn.

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THE NEW SCHOOL

Read the story of the New School carefully. Read it again and try to remember the words that are used. Now close your book.

Look at the words below. Each word on the left is used in the story with one of the words on the right. Find the words that belong together. Write the word in the blank beside the word it belongs with.

Uncle _____	shop
wind _____	enough
school _____	house
big _____	storm
work _____	Juan

adobe _____	turns
Corn _____	soon
wagon _____	Mountain
took _____	loads
pretty _____	bricks

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First read Pages 241 - 243

A good title for a story tells in a few words what the story is about. It does not tell too much. Each important word in a title begins with a CAPITAL LETTER. A title is not often a sentence, so it has no period at the end.

Read the little stories below. Write below each story what you think would be a good title. Be sure to put CAPITAL LETTERS where they are needed.

1

The Indians worked hard to make bricks for the new school. They went to Corn Mountain and hauled back some adobe clay in wagons.

They mixed the adobe clay with water and straw to make a thick, hard mud. Then they put the mud in a wooden box so that the bricks would be the same size and shape. When the bricks had dried in the sun they were ready to use.

_____

2

The Indian school at the Pueblo was not big enough. The people wanted a nice new school for the children. They wanted to build it of adobe brick. A brick school would be better than a wooden building.

An adobe brick school would be safe from fire. It would be cool in warm weather and warm in winter. The new school was to have a library, a work shop for boys, and a room where the girls could learn to cook.

_____

3

Do you like to trade things with your friends? Perhaps you have traded something that you had for something else you would rather have.

The Indians at the Pueblo do not use money very much. They do not need money. When they have made some pottery jars, or when they get the wool from the sheep in the spring they take it to the trader's store. He gives them clothes or groceries for the wool or pottery. So the Indians trade for what they need.

_____

4

The children of the Pueblo love to go to the Treder's store. There are always so many nice things to see there. There are dresses and shawls and hats. There are groceries and candy.

On the floor is a pile of baskets and jars that Indians have paid to the trader for the things they bought. It is nice to see them. The treder will sell these things to tourists.

It is great fun when mother says you may get something new to wear. The trader is a kind man. He often gives the children candy

_____

New word:
entrance

WORD GAME

Choose the right word from the three words at the top of each part. Write the word in the blank space which matches the meaning on the right.

PLACE FIRE CARD

1. fire _____ an open fire inside the house

2. _____ card a card with a name on it to show where to sit at a table

OUT SIDE WALK

1. out _____ not in the house

2. _____ walk a walk between a house and a street

SCHOOL BOAT HOUSE

1. school _____ a building where you go to school

2. _____ boat a boat that whole families live on

KEEPER SHOP WORK

1. work _____ a room for making things of wood or

2. _____ keeper a man who keeps a shop

YARD BACK HORSE

1. horse _____ riding on a horse

2. _____ yard outside a back door

WAY SIDE DOOR

1. door _____ an entrance

2. _____ side along the way

TOURISTS FIND THE PUEBLO

When it is the time of year for vacations many tourists go west. Tourists are people who travel for fun. They have time to stop along the way and see things. Often they think they may not come that way again so they may as well see all they can.

Tourists like to see Indians. They have heard about the Indian Pueblos. So they like to see Pueblos and look at some real Indians. The Pueblos are a long way from where the trains go. But many tourists travel in their own cars. There is a road to the Pueblo. The Trader needs the road so that groceries and goods can come from the railroad to his store. Some of the Indian boys are away at school. They write letters home. There must be a road so the mail can reach the Pueblo.

The tourists use the road too. At the time of year they come, the road is dry and dusty. But they do not mind. The tourists are always watching for Indians. Sometimes they see Indians riding along on horses. They can see the Pueblo from a long way off, for there are no trees. There are only bushes, and a few plants that do not need much water. The grass is dry and brown. The ground looks brown and red and yellow. The clay in the earth makes it look different colors.

Near the Pueblo the tourists find the Trader's store. There they see all the fine baskets and pottery which the Indians have traded for groceries and clothes. They see blankets which the Indians have woven from some of their wool. They see the silver jewelry which some Indians make. The tourists buy these things to take home with them. Then the Trader makes some money. He buys the things he needs for himself. He buys more things to keep on the store shelves for the Indians.

See if you can answer these questions from the pictures in your mind.

1. What time of year do most tourists travel? _____
2. Do whole families sometimes travel in cars or on trains? _____
3. If an automobile with tourists in it were going from the railroad station to the Pueblo might they have seen a grocery truck? _____
4. Might they have seen a mail truck? _____
5. Would they see a big lake? _____
6. Was it raining when the tourists came? _____
7. Did they see horsemen? _____
8. Did they see the Trader? _____

GETTING READY FOR TOURISTS

It was too early for the tourists now. But Grandma wanted to get ready. She made some of the finest pottery in the whole Pueblo and she knew she could sell it for a good price when the tourists came. It takes a long time to make nice pottery.

Soon after the dust storm was over, Grandma and Wanona walked to Corn Mountain to get some clay for making jars and bowls. They took baskets to carry the clay. They put yellow clay in one basket. Then they found white and brown clay and put it in two other baskets.

They saw some peach trees growing near Corn Mountain. But the peaches were still green so they could not eat them.

It was a fine day. Grandma and Wanona could see for miles. The sun was shining, but there was only a very little wind. The dust from the wind storm had settled down so the sky was blue.

"This year I will let you go with me when I take things to sell at the train," Grandmother said. "You are a big girl now. Perhaps you can sell some of your own work."

The Trader had some of Grandma's jars for sale at the store. She had traded them for shoes and a blanket. But Grandma liked to take the wagon and drive to the railroad station with her things. The train stopped a few minutes. People got off the train. They liked it when they saw the Indians sitting beside the track with baskets and pottery for sale. The train would not stop long, so the tourists had to be quick. They paid good prices for the things they wanted.

See if you can answer these questions from the pictures in your mind.

1. Was it spring or summer when they went to Corn Mountain for clay? _____
2. How many baskets did Grandma and Wanona have with them? _____
3. Were the peaches ripe? _____
4. Was it a sunny day with a little breeze? _____
5. Had it been raining? _____
6. Did Grandma take her pottery to a large city to sell it? _____
7. Do tourists like to buy from the Indians or are they afraid of Indians? _____

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Read both sentences in each part. Think of the meaning. Put an X infront of the sentence which sounds smoother.

____ In most parts of the world - people raise food - by farming.

____ In most - parts of the world people raise - food by farming.

____ If it is too hot - or too cold - people do not farm much.

____ If it is - too hot or too cold - people do - not farm much.

____ Wherever men - farm they must - have water for - their crops.

____ Wherever men farm - they must have water - for their crops.

____ In China and Egypt - people use water wheels - to pump water.

____ In China and - Egypt people use - water wheels to pump water.

____ Pueblo Indians - have a rain dance - to pray for rain.

____ Pueblo Indians have - a rain dance to - pray for rain.

____ The Nile River people wait - for floods to - water their crops.

____ The Nile River people - wait for floods - to water their crops.

____ They are very glad - when they see the water flow - over the land

____ They are - very glad when - they see - the water flow over the la

____ In China the rice - fields must be kept - very wet.

____ In China - the rice fields - must be kept very wet.

____ Chinese farmers use water wheels - to pump water - for the rice.

____ Chinese farmers use water - wheels to pump - water for the rice.

____ Peach trees - do not need as much water - as the rice fields.

____ Peach trees do not - need as much - water as the rice fields.

____ Farmer Wong could carry enough water - in buckets - for his peach

____ Farmer Wong could carry enough - water in buckets for - his peach

Pupils read pages 251 - 254

PEOPLE WITHOUT MACHINERY

You have seen that the people we have been reading about lead very simple lives. They do not have machinery of the kinds that we do to save us work. But they have found out how to make some tools they need. Tools such as knives, hoes, plows, and water wheels make life easier for them.

They often work long hours, if there is work to be done at that time of year. But they like to work. They do not hurry through their work. They are proud to do each thing as well as they can.

Do you think these people are happy? Look again at the pictures in your book. Do you see how often the people are smiling? Many of them are smiling while they work. Sometimes they stop to talk and laugh with the others they work with. No one is in a hurry. They take time to have fun as they work. They love their animal pets and sometimes play with them. Sometimes they sing as they work.

When the work is hard, their friends help or take turns so that no one has too much to do.

Here are some things which people without machinery do. We might think of some of them as work. Draw a line under the things which you think each of these people might enjoy doing.

Indians	drying peaches, making pottery, cleaning house
Chinese	living in house boats, pulling river boats, training birds to catch fish for them
River Nile people	riding on a donkey load of straw, trading in the market, making pottery
Lapp people	going on skis, riding in sleds, gathering shoe m
Island people	climbing trees for cocoanuts, fishing in boats, pounding bark for cloth

CELEBRATIONS

People everywhere like to have celebrations on certain days. Some celebrations are very gay. It takes a long time to get ready for them. Others are parties or gatherings which have not been planned for.

People who live a long way from others like to come to town sometimes. Sometimes they come to shop or go to church. But while they are in town they have a good time visiting their friends.

Here is a list of things some of the people you have read about did to have a little celebration. See if you can remember who did each one. Write letters in the blanks to show who did each thing. Write

I for Island People's Feast
L for Lapps going to church
N for Nile people celebrating the flood
C for Chinese people celebrating New Year
P Pueblo Indians at the Tourist's Fair

_____ bringing jars and silver jewelry to sell

_____ eating roast duck, rice, honey, and tea

_____ traveling by boat all night across the lake

_____ men and boys beating gongs

_____ people shouting as they watch the water flowing into ditches

_____ people wearing strings of flowers

_____ firecrackers banging in the street

_____ cooking many ears of corn

_____ staying in a big tent all day

_____ people not working for a day while the river overflowed

_____ cooking a pig, breadfruit, and taros

_____ burning the old Kitchen God

_____ putting cooked fish out on mats used as a table

_____ paying all money you owe on the first day of the year

Each of the questions below can be answered by the name of an animal, child, or grown person in the stories you have read. Put the NUMBER of the correct name after each question.

1. Yusuf	6. Johan	11. Grandmother
2. Nifo	7. Malolo	12. Flat Foot
3. Wong	8. Hassan	13. Lasse
4. Fat Boy	9. Zaida	14. Homar
5. Uncle Juan	10. Sun Priest	15. Pedro

Who climbed palm trees to pick coconuts? _____

Who cooked lentils and onions for dinner? _____

Who had a tame trained reindeer? _____

Who was the fat pet pig that fell in the water? _____

Who stayed out at the sheep camp all winter and was glad to see the family come in the spring? _____

Who wove yellow woolen yarn into bands for the top of shoes? _____

Who was the pet donkey who ran a little, then stopped? _____

Who was the water buffalo who liked to lie down in the irrigation ditch? _____

Who made a nice bone knife and sheath for his father to sell? _____

Who went to the corral with his father and Uncle Juan to get the horses? _____

Who made the best and prettiest pottery at the Pueblo? _____

What old potter took Selim to work for him and learn how to make pottery? _____

Who picked flowers to make strings of them for people to wear at the feast? _____

Who owned a plow which was pulled by oxen? _____

Who told the people when it was time to plant and harvest the corn? _____

Review

Words make pictures in your mind. Read the words in each line below. The words in that line will help you to make a picture of one of the countries or people we have studied. Write the letter in the space to tell what people it is. Write

I for Island people
L for Lapps in the northland
N for Nile River people
C for Chinese
P for Pueblo Indians

_____ corn, corrals, silver jewelry, flock of sheep

_____ shoe grass, snow, mountains, lakes

_____ houses without walls, river overflowing its banks, donkey

_____ straw raincoats, rice, ducks picking in mud

_____ adobe brick, hunting rabbits, drying peaches

_____ houses without roofs, camels, water jars

_____ sleds, reindeer, tents

_____ palm trees, breadfruit, strings of flowers

_____ water buffalo, chopsticks, writing with brushes

_____ taro patch, bananas, coconuts

_____ houseboats, wheelbarrows, men carrying chair

_____ horses, dust storm, ladders on roofs

_____ skis, mosquitoes, wolves

_____ fishing with spears, cloth made of bark, schools of fish

_____ sun priest, adobe clay, tourists

_____ toymaker, firecrackers, snails

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